

# **The CLEARING HOUSE**

*April*

1951

## **PUPIL-TEACHER PLANNING: 3 STEPS**

*By* CARLOS DE ZAFRA, JR.



## **The Charges Against COMMON LEARNINGS**

*By* L. E. LEIPOLD



## **Homework for Parents of College-Bound**

*By* ROBERT E. MAHN



## **Photography: A Fast-Growing Problem**

*By* HANS E. LANTZSCH



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#3 . . . What is General Education (Reply to de Zafra)

**A JOURNAL for MODERN  
JUNIOR and SENIOR HIGH SCHOOLS**

# The Clearing House

*A journal for modern junior and senior high schools*

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Subscription Office: 450 Ahnaip Street, Menasha, Wis., and 309 Lexington Ave., Sweet Springs, Mo.

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# THREE STEPS *to* *pupil-teacher* PLANNING

By CARLOS DE ZAFRA, JR.

BECAUSE GREATER pupil participation in the planning of school and class procedures has become recognized as essential to an apprenticeship in democratic living, the pupil-teacher planning which has always been a hallmark of the master teacher has of late years become a most desirable characteristic for all teachers. Just as the saying "Children should be seen and not heard" has gone out of fashion, so an increased premium has come to be placed upon cultivating children as individuals and on inviting them to participate creatively in activities for their own fuller development.

Pupil participation in the planning of classroom procedures is thoroughly in line with practices already current in enlightened corporations where increased employee-participation has paid off in many ways to all concerned; and it is thoroughly in line with the practices of modern, democratic family living where things are done as a group after mutual discussion, compromise, and joint agreement. Probably all teachers do some pupil-teacher planning whether or not they recognize it as such.

The first step in a teacher's growth toward successful pupil-teacher planning probably involves simply taking the pupils into the confidence of the *teacher's* planning. At least this gives the pupils a view of where they are going and why, which is

far preferable to their being dragged through a vague day-to-day sequence the real purposes of which are locked deep within their teacher's sub-consciousness.

The teacher who launches his class at the beginning of the year by listing the benefits to be derived by students from studying his course, and who presents on the blackboard a schematic preview of the year's work, has achieved this first step. This teacher will also try, when giving individual assignments of his own making, to point out how their preparation will contribute directly to the pupils' own development.

In his second step of growth toward pupil-teacher planning, the teacher becomes adept at "setting the stage" so that pupils will recognize and even formulate their own needs and problems, and not have to be told everything they should study.

For example, it is far more effective motivation for a youngster to be *shown* his own ratings on the various parts of an English Fundamentals Diagnostic Test as compared with the national norms for those parts than it is for the teacher simply to announce imperiously that the youngsters must improve in these several skills. By patiently showing the pupil his need so that he expresses a desire for improvement in a way which he feels is his own, the teacher guarantees more effective learning than

would be possible against the resentment created by the completely superimposed course of study.

Another example of this *showing* rather than *telling* technique is seen in the comparing of recordings of pupils' voices with the recordings of voices of expert speakers. Compare also the "before" and "after" recordings of the voices of pupils of previous years. Such comparison not only reveals to pupils their need for improvement in public speaking, and the possibility of their achieving improvement, but it also motivates them to *want* expert help and practice in overcoming their deficiencies.

The teacher who has arrived at this second stage of development is also careful to let his pupils choose between chocolate and vanilla when he really doesn't care what their choice is.

For example, I had planned one day to divide our class period between the hearing of oral presentations by some pupils of their hobbies and the writing of a short quiz, in that sequence. The pupils, however, to my surprise, requested that they have the quiz first. By so altering our procedure, the pupils rightly felt that they had had a hand in determining that day's program, and they worked with better spirit because of that feeling.

On another occasion my homeroom and I had decided to have a picnic. For several reasons I simply assumed that Saturday would be the best day, and started to plan accordingly; but Sunday was the pupils' overwhelming preference. Deference to majority desire was obviously the procedure to follow, and a better time was thereby had by more people.

The highest point in this second stage of development toward pupil-teacher planning would seem to be the excellent practice employed by many teachers of giving their pupils at the end of the course an opportunity to express post-mortem opinions as to content and techniques and to make constructive suggestions for improvement of the

course the next year. Once a teacher has really modified his procedures in the light of these sporadic suggestions, he is ready for step three.

For the teacher to advance beyond this second stage of pupil-teacher planning, however, the cultivation within the classroom of a particular "climate" of day-to-day teacher-pupil relationships seems essential.

The teacher must at once have the respect and the confidence of his pupils, yet convince them by deed as well as word of his own genuine and *continuous* receptiveness to their ideas and suggestions no matter how unexpected or unorthodox they may be. Flippancy and insincerity are still-born in a family-like atmosphere of informal, constructive rapport. This relationship does not mean that the teacher abdicates his position of adviser, helper, or leader; but it does mean that problems for analysis and study are now frequently proposed by the pupils themselves and are always stated in terms of the pupils' viewpoint.

Because their suggestions in all aspects of the teaching and learning process are continuously invited and either adopted or adapted where practicable, the pupils themselves feel a new proprietary interest in the success of the plans and the activities of the class. The spirit of creative experimentation and problem-solving in the air helps to guarantee a higher degree of pupil interest in, and pupil benefit from, what goes on.

Naturally some groups of pupils in some subject areas can be far more autonomous than the same or other groups of pupils in other subject areas, and even the best of classes are capable of flying "solo" for only short distances. But that goal of having pupils voluntarily take things into their own hands and of effectively charting and piloting their own progress within the framework of the general limits of the course of study and of their own abilities is, after all, not only the Holy Grail of pupil-teacher planning but also a major part of the goal of

all education. In addition, such receptiveness on the part of the teacher to pupil-formulated needs and techniques is a *sine qua non* of curriculum revision if such revision is to be in terms of pupil-growth and meaningful personal development rather than in terms of subject content only.

For example, discussion of boy-girl dating procedures has generally been considered appropriate for ninth-graders in the schools in which I have taught. However, one of my present eighth-grade classes, taking me at my word that we would study whatever problems they themselves felt the need of attacking, placed dating procedures high on the list of things that they wanted help in mastering. Our library research, our class discussion, our drawing of cartoons, our pooling of personal experiences all formed a highlight of eager and important learning at a time when that particular class was ready for it. A different eighth-grade class, however, might not have felt that the mastering of dating procedures was a problem they were ready to tackle.

From "dating" as a point of departure, this same eighth-grade class formulated the desire to know how to make friends and to be well liked by *all* other people. After agreeing that "To have friends you must first be a friend," two students suggested that a bulletin board be devoted to newspaper items illustrating the Golden-Rule-put-into-action in everyday life. The collection of anecdotes garnered during one week was truly refreshing to behold.

What I am trying to illustrate here is that one item of content frequently leads to another as the class progresses through its year's work; it is not necessary or even desirable to do all of the year's planning all at once. Pupils will also frequently suggest items of technique and procedure as the class progresses from day to day, which items the teacher alone might never think of. Truly, pupil participation in classroom planning makes teaching much more interesting!

#### EDITOR'S NOTE

*In the September 1950 CLEARING HOUSE, L. E. Leipold reported that of more than 300 parents in his Minneapolis, Minn., school district who gave their opinions about school practices, more were interested in the question about pupil-teacher planning than any other, and more than 80 per cent favored the method. Mr. de Zafra, a new associate editor of THE CLEARING HOUSE but an old hand at letting his students share in the thinking, offers some advice. He shows how you can "come on in" by wading in up to your knees first, then up to your waist, and then to your shoulders—but never over your head. He teaches social studies in Marshall High School and is guidance counselor at East Evening High School, Rochester, N. Y.*

This pupil participation in planning class procedures can ultimately result in student committees voluntarily taking over the class period for several days at a time—and with an increased, not a decreased, seriousness and effectiveness of learning. One of the strong points in favor of pupil-teacher planning and pupil execution of those plans is that it helps pupils to cash in on the known fact that the best way to learn a thing is to have to teach it. The best teachers are those who frequently do the least "teaching"; indeed, they are masters of inspiring pupils to teach themselves, and in cultivating pupils' confidence in their own ability to plan procedures and to allocate assignments for their concerted attack upon their own problems.

This continuous week-to-week and even day-to-day pupil-teacher planning is a far more advanced position than merely having pupils give sporadic post-mortem opinions of a teacher-monopolized course once they have arrived at the end of it.

This climate of continuous pupil-teacher partnership may well extend also into the field of evaluation. Pupils are surprisingly

keen in judging the worth of a colleague's contribution toward the solution of a class-initiated or class-recognized problem once they have agreed upon criteria, and their pooled opinions may well be more valid than that of the individual teacher, especially when the pupils are asked to justify their individual judgments.

I have been completely content, for example, to abide by a class's evaluation of each member's oral presentations, and I have felt that such evaluation has in itself made the pupils more conscious of the difference between a poor and an excellent presentation. Furthermore, the inexorable standards of contemporary group judgment can be a more powerful motivator upon some individual students than is fear of the wrath of a single teacher.

This third and most advanced stage of pupil-teacher planning requires a teacher of experience, of poise, and of deep understanding. Like perfection, it is something

to strive for even though it may never fully be achieved. Sometimes the teacher must be heroically patient and self-effacing; at other times he will be breathless with the pace he must maintain if he is to keep up with his pupils and their demands upon his resources and resourcefulness.

The growing recognition of the importance of pupil-teacher planning is clear evidence of education's shift from an emphasis on subject-matter *per se* to which pupils must conform, to emphasis on pupil-growth with subject matter as an adaptable tool for the furtherance of that growth.

It would seem, in conclusion, that just as the teacher has much to contribute to pupil-teacher planning from his familiarity with available films, text references, child psychology, and community resources, so does the pupil have much to contribute from his natural desire for personal growth, for recognition, and for self-reliant yet co-operative accomplishment.



### Three Paths Through Hornell High School

By J. JANE HARROWER

A differentiated program recognizes that abilities are of many kinds and that a child lacking in scholastic ability may have other abilities which, if properly developed, will make a worthy contribution to society.

That is why, long ago, we organized in Hornell, N.Y., Junior-Senior High School, a small high school of some 900 pupils, a program which endeavors to provide for the academically accelerated, the average, and the retarded groups. Over the past ten years or more we have had a holding power of from 80 to 85 per cent.

The fast group, formed at the beginning of the tenth year, consists of those pupils who show by their standard test results and their performance during the ninth year that they are capable of doing superior work. This group is given an enriched and extended program and prepares for college-board and state scholarship examinations.

The median group follows the work prescribed by the state syllabus. Considerable latitude is allowed here in choice of course—business, art, vocational, college entrance, etc.

The retarded group follows a course which stresses vocations, citizenship, and social attitudes and which emphasizes remedial reading.

There is no stigma attached to the third, or non-regents group, as we call it, because no one is obliged to take work on that level. A child with an I.Q. of 70 may take college-entrance work if he insists. However, every child who after careful and extensive testing seems obviously unable to cope with the traditional program is counseled and is advised to take the "non-regents" work. Where it seems advisable his parents are consulted.

Usually the child of low ability, who insists upon taking college-entrance work, requests at the end of a year or sooner to be transferred to the slower group. Often, when this happens, discipline problems disappear, nervous tension eases, and the youngster stays to graduate.

Pupils are not segregated in homerooms. Special-interest courses—shop, art, music, etc.—are open to all. A child in the slow group may achieve the honor roll. From this group come some of our best athletes and leaders in school activities.

# The Charges Against COMMON LEARNINGS

By L. E. LEIPOLD

SEVERAL YEARS ago the Educational Policies Commission sponsored a publication entitled "Education for All American Youth." A feature of this book was a strong recommendation for an educational innovation which for lack of a better term was labelled "Common Learnings."

The program that has actually developed during the intervening years in certain experiment-minded schools of this country is not, however, that which was anticipated at the time the Policies Commission's publication rolled off the press. Therefore there are now many educators who welcomed the program at the time of its inception but who today are forced to conclusions antithetical to those of several years ago.

The Common Learnings program which has developed is alleged by the disbelievers in it to be the revivification of an educational movement that died by involuntary suicide several years ago because it offended the sensitivities of too many laymen and educators alike; it has little to commend it and much to condemn it, they charge; it is unrealistic, unsound, unworthy and un-American, say these opponents, therefore it is worthy of an early discard into the educational scrap-heap.

Because the Common Learnings program involves content, organization, and procedures sufficiently different from conventional practices, but which have never been explained or interpreted to the rank and file of parents, it has aroused a storm of protests in many school systems in which it has made its appearance. It has invariably been introduced from the top down, which has been an important factor in the type of

reception that has been accorded it. Here in brief are some of the primary charges which have been levelled against it, often Gatling-like in nature and with equally disastrous effects:

*Common Learnings is the illegitimate offspring of Dewey Progressivism and the step-child of that philosopher's misapplied principles.*

Its fundamental watchword is discard. It would discard textbooks as well as courses of study, school marks and examinations. It builds upon catch phrases and clichés and propounds them learnedly as if it were the discoverer; it argues assiduously without an adversary present over matters never in dispute. Anything "traditional" is anathema; methods, devices, theories, materials, or procedures more than a decade old become the subject of fun-fest gatherings. It has been discarding without reason and without discrimination over a period of years; now the time has arrived for the discarder itself to be discarded.

*Proponents of this "new" education take the ethereal approach of the middle 40's when ideals were high and the post-war world was to be an educator's dream that would lead inevitably to everlasting peace through brotherly love and complete understanding among all races and peoples.*

The year 1951 came too soon for these planners; today there is war and strife; a state of national emergency exists; fear is rampant and disillusionment weighs heavily on the hearts of realists. A favorite cliché of these progressives is one that calls for "educating boys and girls to take their places in this world's society." Yet they pre-

pare for a world of peace and tolerance and understanding knowing full well that when these youth reach the age of 18, they are going to become cogs in our national defense machine and for a minimum of two years will be taught the most effective methods of liquidating as many as they can of these same people whom they have been preparing since kindergarten to love, before they themselves are dispatched.

*It has been charged repeatedly that too many of the strongest advocates of Common Learnings number among their members educators who lean to the left of pink, men and women whose names are frequently mentioned in the same breath with those of Fellow Travellers, the American version of the famed Fifth Column.*

Some people would say that the similarity between such terms as "Communism" and "Common Learnings" is no more coincidental than is the likeness between "Fellow Travellers" and the "American Education Fellowship," that organization which was once the ill-favored "Progressive Education Association," later laughed out of existence by an indulgent public whose sense of humor was on this occasion stretched a bit too far. But there is no humor in the knowledge that during a state of national emergency when all Americans are called upon to guard against a common enemy, there are those people in high educational places who are or once were affiliated with organizations openly sympathetic with the principles of violence proclaimed by this enemy. These educators, it is claimed, should publicly proclaim a change of beliefs in order that confidence may again be had in their leadership.

*It has also been charged that that which passes for Common Learnings in most cities is not true Common Learnings, but rather an alleged expedient born of ignorance of what such a course is intended to be, of a desire to be "modern" without quite knowing how, of basking in the reflected glory of higher-ups on the part of lesser satellites.*

Most of these courses are no more than phases of integrated programs which have been in evidence on the educational horizon for many years. It is pointed out that neither Denver nor Minneapolis have true Common Learnings courses, that Pasadena's died a-borning and left town with the superintendent who sponsored it. Actually, the life of the average Common Learnings program does not exceed five years.

*A critic recently criticized severely the Common Learnings program because of the type of leadership which has come forward to sponsor it.*

Few of its leaders have been educators of note, he said; too many of them have been "fringers" regarded by fellow educators as too fuzzy in their thinking to be taken seriously. Therefore it is not always the program itself which brings it into disrepute but rather the lack of plain "know-how" on the part of its sponsors. They go from system to system, leaving chaos in their wake. Boards of education are at fault in this respect for failure to acquaint themselves sufficiently with the educational beliefs of the school people seeking positions in the system. Often it takes only a few months to bring about a realization that they are in possession of "The Thing." That which looked good to them so short a time ago has turned out to be something that no one else wants and like the unfortunate hero in the popular song, they are forced to take extreme methods of getting rid of their burden.

*Common Learnings neglects fundamentals vital to a knowledge and appreciation of our American heritage and scorns indoctrination of the ideals of American democracy at a critical stage in our nation's history, is a charge frequently aimed in its direction.*

Today as never before the children must be taught the lessons of patriotism exemplified in the lives of our national heroes. It is no longer fashionable to debunk, but few children today can name the brave men

who expressed such sentiments as these: "I regret that I have but one life to give for my country," "I have not yet begun to fight," or "My country, right or wrong; but right or wrong, my country." Of course there are those educators who do not believe it to be important that boys and girls know who said these words; opposing educators are of a different mind.

Few too are the children who would recognize selections from "The Ship of State," "Paul Revere's Ride," or "When Lilacs Last in the Dooryard Bloomed," much less be able to repeat passages from them, bemoan these critics; and as for singing such songs as "Columbia, the Gem of the Ocean," "Battle Hymn of the Republic," or "America the Beautiful," there is not one child in a thousand who would recognize them, much less be able to sing them. And the classics of old America "The Man Without a Country," "George Washington and the Cherry Tree," and stories of Abe Lincoln of Illinois have been replaced by innocuous accounts of the mailman, the postman, and the policeman.

Our schools, it is further alleged, have departed far from the ideals upon which they were founded and upon which they have been built; easy education has made its imprint upon educators as well as upon the children. If a child starts a task and finds it disagreeable, he casts it aside for something more to his liking; this, lest his ego be deflated or his little libido be scarred. Far better for him, some day, that the birch rod be applied now when he "sasses" a teacher or refuses in disdain to exert himself further, than that the halo of John Dewey be hung around his neck to explain away what is too often just plain laziness or disinterest. The American child may be learning as much as he ever did, they concede, but he is losing something of inestimable value—the ability to carry through on a task regardless of obstacles faced. That was a characteristic reserved for virile, pioneer Americans. Fuzzy thinkers have done

#### EDITOR'S NOTE

*"The past summer," writes Dr. Leipold, "when I was teaching two courses at Colorado State College at Greeley, I was aware of a great interest on the part of school administrators in the status of the common-learnings program. They wanted to know, principally, just what are the arguments that are brought forth against the common-learnings movement. Herewith are some of them. I know that this article will bring out many reactions." The charges go beyond attacking the common-learnings program, and into arraignment some of its sponsors on extra-educational matters. Dr. Leipold's report can be read as a statement of "what some people are saying." He is principal of Nokomis Junior High School, Minneapolis, Minn.*

their part to make neurotics of our children for some time; now we must get back to reason mixed with common sense.

Instead of trying to explain away every lack of will to do, every aberration evidenced, as a product of failure on the part of someone to understand, a good old-fashioned "snapping out of it" is needed. To buckle down and get to work, to face facts squarely, to grow up to meet problems as they come—for they are bound to come—will result in more stability, more downright good character building, than all of the psychoanalysis in the world, these advocates of forthrightness claim. Save such stern measures as psychoanalysis for those who are really mentally ill and emotionally maladjusted, they say, but spare them from the rank and file of every-day run-of-the-mill cases which come to the teacher's attention.

All of which sums up to say, let us be content to carry on realistically, understanding our children, giving them confidence and a feeling of security, letting them live as they go, with sound minds in sound bodies, encouraging them to face facts as they come to them with fortitude, never

forcing them through trial and error to pick their own uncertain ways through the morass about them. Let us build with them the strength of character which they will need to face what will not be the beautiful, visionary period pictured in 1944 (and still so envisaged by many school people today)

but rather that which must be recognized as developing rapidly into the "Frightful Fifties." As one teacher expressed it, "Let's not kid the kids; they will be disillusioned soon enough as it is."

These are some of the arguments that have been put forth; you be the judge.

## Tricks of the Trade

By TED GORDON

**READING STIMULANT**—To stimulate reading among your students, English teachers, you might try to use the condensations of books appearing in magazines and call them "book previews."—*M. L. Moore*, Junior High School, Bridgewater, Mass.

**SWEET SMELLING**—If you want to keep that room closet, those desk drawers, those other stuffy places smelling sweet just leave some pieces of certain popular brands of toilet soap lying around.

**ARTISTIC BAIT**—Illustrative material from pupils in your classes who have artistic ability proves of lasting interest to future classes. I have an oil painting of a scene from *Macbeth*, a crayon sketch of Dickens, and many smaller items done in various media that serve as "bait" to land further contributions.—*Charles Swick*, Saratoga High School, Saratoga Springs, N. Y.

**EDITOR'S NOTE:** Readers are invited to submit aids and devices which may be of help to others. Please try to limit contributions to 50 words or fewer—the briefer the better. Original ideas are preferred; if an item is not original, be sure to give your source. This publication reserves all rights to material submitted, and no items will be returned. Address contributions to THE CLEARING HOUSE, Dr. Gordon teaches in East Los Angeles Junior College, Los Angeles, Cal.

**PROTECTING LABELS**—Keep labels on lab equipment and other supplies, especially those often handled, clean by covering with transparent tape.

**CHAMP OR CHUMP?**—To overcome that seat-slouching custom among the classmates a little action is warranted. One method is to appoint both a "Posture Champ" and a "Posture Chump." Each has as his job to find a worthy and an unworthy successor respectively and, to get some humor, "unrespectfully." Makes the class continually self-conscious about the necessity of good posture.

**BOOK COSTS**—In the classroom or in the library or in public-relations programs you can make pupils and parents cost conscious about books by marking on each book in chalk, or on each book jacket in ink, the actual cost of the volume; and then indicating the cost of the entire shelf of books. Or you can just paste a series of book jackets on paper the size of a shelf and so indicate the costs.—*Maud Minster*, Librarian, Altoona Senior High School, Altoona, Pa.

**PLASTIC PROTECTION**—Instead of discarding plastic tablecloths when they have sprung a few holes, cut them up into pieces appropriate for use as book covers, as covers for enlargers, as shields for various types of school equipment.

# HOMework *for the* Parents of College-Hopefuls

By ROBERT E. MAHN

I JUST NEVER thought about it in that way." All too often college teachers hear this from students, as well as from parents, after the student has come up short in some phase of his college work; and too often they hear it when irreparable damage has been done. Is our pre-college counseling program to blame? Is the time too short to do what we want to do? Is the home leaving too much to the teacher and to school officials?

In each counseling situation one or more of these questions could be answered with a decided "yes." One thing is certain—without real cooperation from the home we cannot have assurance that our program is succeeding. Unless parents cooperate wholeheartedly they will have to share heavily in the consequences of the son's or daughter's plight, "I just never thought about it in that way."

But how best and to what extent can parents, particularly those who have not attended college, contribute? Assigned homework for parents of the counselee, which must be shared with their son or daughter, may be the answer to obtaining intelligent cooperation from the home in your endeavor to carry on an effective pre-college counseling program. Here is a suggested assignment, addressed to parents:

For some time we have been counseling with John about his plans for college. Fortunately he still has about a year in which to make adjustments in these plans. We believe John is capable of real success in college, but we recognize that these chances can be greatly enhanced if they have your

active interest and support. We have therefore asked him to give you these materials. Go over them together now and at intervals during the coming year. Outside of the help and advice we can give, the answer to each question listed is primarily your responsibility.

We want you to feel free to come to us for help. If we cannot help, the college John plans to attend may be able to do so. It is important that you plan ahead carefully so that when John enters college he will not do so with an uneasy feeling about the future, and that you will likewise have a feeling of satisfaction at having done your part and be prepared to get real pleasure out of John's college career.

After you and John are satisfied that you have done the best you could with these questions, please favor us with an acknowledgment and such comments as you wish to make. It may enable us to give John additional help and also to help other students.

## A. About your interest in his attending college:

1. Are you convinced that the cost of college will be justified even if when he gets through he may not immediately be self-supporting?

2. Do you have considerably more interest in having him attend college than just the thought that it is the fashionable thing to do?

## B. About your ability to finance his college education:

The following figures for the cost of a

## EDITOR'S NOTE

*A university registrar suggests a plan by which high schools might save some college-hopeful students and their parents a great deal of grief and wasted effort and money. The bulk of this article is devoted to a communication that high schools could send to the parents of such students, containing "homework" through which they can analyze the costs, financial resources required, and ultimate desirability of the prospective investment in a college education. Mr. Mahn is registrar of Ohio University, Athens, Ohio.*

year of college will help you in your thinking about this matter:

	Non-Tuition Public College	Private Tuition College
Registration fee, special fees, and books	\$250.00	
Tuition, special fees, and books . . . . .		\$ 500.00 to \$ 900.00
Rooms and board in College Hall . . . . .	450.00	550.00 to 700.00
	\$700.00	\$1,050.00 to \$1,600.00

Add to this estimates for clothes, laundry, travel to and from the campus, and incidentals. Compare it with the difference between your earnings and expenditures, and what you feel it is necessary to save. Then answer these questions.

1. How much money is available to send him to college, and at what rate can it be spent so that at least four years of uninterrupted college work can be assured?
2. Can the cost be met from current earnings or savings? If not, what provisions can be made for borrowing and repaying funds without undue burden on the family?
3. Will you be able to apportion expenditures so that his brothers and sisters will not be deprived of funds for education?
4. If he has a definite professional interest, or if he develops one, will you be in a position to pay for an additional three or four years of schooling at possibly double

or more the cost of regular college work?

Training for a profession is a full-time job and the chances for admission to professional schools are not good for those who cannot show that funds are available for an uninterrupted course.

*C. About part-time employment, if a portion of his expenses must be met in that manner:*

1. Is he skilled in one or more of the jobs listed as available to students? Are these jobs available to freshmen and does the college encourage part-time employment by permitting special schedule arrangements?

2. Is he mature enough and responsible enough to undertake a job? If he is working while attending high school, is it a job which really justifies the compensation he receives? Did he plan this work so as to gain experience in self-support, or is it a haphazard affair designed to earn a little extra spending money?

3. Assume that he will be able to secure employment at 70¢ an hour for an average of 20 hours a week and in that way earn about \$500.00 during a school year, and an additional \$200.00 above expenses during the summer. Calculate the amount that still remains to be paid. Then ask yourself whether his health is such that he will be able to spend an additional 48 hours a week in study and classwork, and whether his interest and ability are such that he can be expected to make good under these conditions. Just how much self-help may you demand without risking failure, which in the long run would be far more serious than a substantial debt? Keep in mind that from experience college officials look upon 20 hours of outside work as excessive, except for very good students. To plan to interrupt college a year in order to earn money would be far better than to risk failure. It can even be beneficial if the work is in line with a student's interests in college.

4. If he has the opportunity to obtain a

scholarship or grant-in-aid, if it becomes necessary, will it be financially possible for him to work fewer hours than was at first expected in order to keep his grades at a sufficiently high level to retain his scholarship or grant?

*D. About his plans for a career:*

You need not be discouraged if he has not decided definitely for what he plans to prepare. The majority of college students change their objective, usually because it was not based on work experience. If he has definitely made a choice and the selection of a college is made primarily because of this choice, give careful consideration to the following questions. If the answer is "no," try to arrange for him to spend Saturdays or the summer months gaining experience so that he can answer these questions for himself:

1. Has he had actual work experience in the area of his choice?
2. Is there someone of good reputation engaged in the work who has had a definite

influence on his thinking? Has he worked with him or had many opportunities for observing him at work, thereby gaining an insight into this type of work?

3. Does he have the interests one about to enter this field should have?

*E. About his personal habits:*

1. Is he self-reliant enough to be trusted to get sufficient sleep without sleeping through morning classes, to eat properly, and exercise sufficiently to maintain good health once he gets away from home and family?

2. Has he learned to apportion his time between work and play and not let one interfere seriously with the other over extended periods of time?

To \_\_\_\_\_, Guidance Counselor

I have studied your questionnaire and am making necessary plans to assure John every opportunity to make a success of college.

\_\_\_\_\_, parent of \_\_\_\_\_

I have the following comments to offer:



## Mardi Gras for Lancaster

It was the first week of February 1950. Forty-five wiggly and high-spirited potential artists filed into the crowded art room. It was apparent what this group wanted most was action and fun! So a Mardi Gras was planned to be staged in their own school. Each student must design and execute his own costume. A research committee reported on the meaning of the Mardi Gras, its significance, how it is celebrated in various countries and at New Orleans. Pictures from many sources made the group fairly familiar with the types of costumes worn, the parades, the parties, and celebrations.

Immediately a king, queen, their attendants, and a court jester were elected by popular vote. Next, several boys volunteered to design a horse and a donkey for the event. In this project all types of materials were suggested and used—paper bags, cleaners' bags, tagboard, newspaper, crepe paper, corrugated paper, cardboard construction paper,

metallic paper, tissue paper, excelsior, cotton, steel wool, yarn, rope, cloth, oil silk, cambric, leather, buttons, a mop, feathers, spangles, embroidery floss, and paint.

At last the Tuesday before Ash Wednesday arrived. Every costume was in readiness. The seniors were holding a noon-hour dance—members of the seventh-grade art class were the floor show. Their parade, and later, amusing program of songs and dances before their enthroned king and queen, met with much applause. Even the little horseplay of that most wonderful critter provided fine entertainment. Later in the day, many of the group wore their costumes home for the fun of amusing pedestrians.

Texture, color, and action were easy to interpret in art lessons which followed this event.—MABEL E. BATES and JOSEPH WATERS in *New York State Education*.

# BRING *the* AUTHORS BACK ALIVE

By  
EVA HANKS LYCAN

IN THE Arsenal Technical Schools of Indianapolis, Ind., the pupils in the eleventh-grade literature class were beginning the study of Tennyson.

"Those old boys certainly led dull lives," commented a pupil in the front seat.

"Yeah," added another. "Who'd want to sit beside a brook all day just to watch the water and look at the weeds?"

"Don't you like to talk to your grandfather about what he did when he was young?" inquired the teacher.

"Sure, but he's alive and I can ask him questions."

"Well," suggested the teacher, "let's bring Tennyson back alive and ask him some questions."

"What!" gasped the class, now electrified out of their former apathy.

"We'll have an imaginary broadcast in the form of an interview. The class will choose one member to be the radio announcer, one to be Tennyson, and one to be the interviewer."

"That'll be fun!" several exclaimed.

"Can we ask him anything we want to?" inquired a girl.

"Anything you can find an answer for in any of his biographies," agreed the teacher.

The class went to work with a will. The school librarian reported that all the Tennyson biographies had been drawn out and that pupils were requesting additional copies from the city libraries.

Soon questions, with their answers and sources of information, began to pile up on the teacher's desk. One boy smiled wickedly as he announced, "You'll be surprised what I found out about Tennyson and school."

At the close of the week a student committee took charge of the questions and answers and began to work on the script. To pep up the program, they asked the music department to furnish a choral group to sing the Tennyson lyrics "Crossing the Bar," "The Cradle Song," and selections from "The Lady of Shalott." As soon as the program was ready they invited another class, meeting at the same hour, to be their guests.

Proudly the group presented their interview, with Tennyson replete with whiskers, white wig, cutaway coat, and bat-wing collar.

The following selections, taken from the student-written script, illustrate the ingenuity these young people in selecting such items of interest as would appeal to modern youth:

*Interviewer:* Lord Tennyson, did you have any brothers and sisters?

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## EDITOR'S NOTE

*Mrs. Lycan's literature class approached the study of Tennyson's poems with some apathy, complaining that those English poets led very dull lives, sitting by brooks and mooning over the local flora and fauna. So Mrs. L. hit upon the idea of a skit in which a radio announcer would interview Tennyson and learn something about his life. This plan seems to have extensive possibilities, as many a classic author led a much fuller life than the students suppose. Mrs. Lycan teaches English in Arsenal Technical High School, Indianapolis, Ind.*

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*Tennyson:* I was the fourth of twelve children, so you can see that I never had any time to be lazy or lonesome.

*Interviewer:* What were your favorite pastimes?

*Tennyson:* My brothers and sisters and I enjoyed taking long walks. We also played make-believe games, pretending we were knights of King Arthur's Table Round. Sometimes we wrote continued stories in letter form and acted in plays.

*Interviewer:* Did you like your school?

*Tennyson:* That is a question which I hoped you wouldn't ask me. You must remember, however, that my school life was neither so interesting nor so happy as yours is today. In my school the master flogged the pupil who failed to do his homework. In fact, my early school days were so unhappy that after I left school, I could never bear to go down the lane where the school house was.

*Interviewer:* What traits do you think our parents should insist upon in us?

*Tennyson:* From my own children I always demanded truthfulness and courtesy.

*Interviewer:* I understand that over a century ago you prophesied the world wars and what will eventually happen.

*Tennyson:* In my poem, "Locksley Hall,"

I made the following prediction:

I dipt into the future far as human eye could see,  
Saw the vision of the world, and all the wonders  
that would be;

Heard the heavens filled with shouting, and there  
rained a ghastly dew

From the nations' airy navies grappling in the  
central blue,

Far along the world-wide whisper of the south-  
wind rushing warm

With the standards of the people plunging  
through the thunder-storm;

'Till the war-drum throbbed no longer, and the  
battle flags were furled

In the Parliament of Man, the Federation of the  
World.

*Interviewer:* What is your greatest wish for the world, Lord Tennyson?

*Tennyson:* In my poem, "The Heavy Brigade," I have expressed my wish for this troubled old world thus:

I would that wars should cease;

I would the globe from end to end

Might sow and reap in peace.

At the close of the semester, as the pupils were leaving the room, one boy who had experienced considerable difficulty in English lingered behind the others to speak to the teacher.

"You know," he said, "I kinda feel as though I know that guy Tennyson better than any of the others we studied."



## School Psychologist's Work

A school psychologist should serve in the capacity of a consultant to all other teachers and educational services in a public-school system. The school psychologist's major interest should be the mental health of all the children. With this in mind his responsibilities lie generally in the following four areas:

1. Child study of deviate pupils, especially those that present intelligence or mental problems. The interpretation of these studies should be prepared in such a manner as to be of the maximum value to the classroom teacher and point out any other symptoms which may be observed during the study.

2. The supervision of administration, analysis and reporting of group tests given in the school system, both intelligence and achievement tests.

3. Other research projects specifically assigned to the psychologist because they lie largely in the area of interest of the psychologist.

4. The development of good public relations, including the interpretation of the psychologist's services to community groups, such as social organizations, and the in-service training of teachers in the school system.

The school psychologist should not be looked upon as a school social worker (visiting teacher) nor as a guidance counselor. It is important that both the school administrator and the psychologist recognize the limitations of the responsibilities of a school psychologist.—CARLYLE C. RING in address at 1950 meeting of Division of School Psychologists of the American Psychological Association.

# INTERGROUP PROJECT:

## *Action was the keynote*

By MAYME A. SWEET

MISS PAULINE GUIDON, teacher of social studies and English at Lake Junior High, Denver Public Schools, is sponsor of the Intergroup Relations Committee, originally a subcommittee of the Student Council. She reports this experience because it illustrates to her the initiative and resourcefulness of young people when working on a problem that is important to them.

In the following report of the Committee on Intergroup Relations in the junior high school, the teacher asked herself the following questions:

How do junior-high pupils attack problems when left on their own?

What activities hold their interest?

How can their activities be directed toward their goals?

How can a critical attitude be developed?

Why are some groups more resourceful than others?

The answers which the teacher discovered were:

Junior-high students want to do things and not talk about them. Discussions must be short if interest is to be maintained.

Teenagers need experience. They have not had enough to be reflective.

One must have faith that after much experience reflective judgment will come.

The resourcefulness of children seems to be related to the breadth of interests in the home.

The project began because Paul had a deep sense of concern about the feelings between the "Mexicans" and the "Jews." His father had it too. At breakfast they had discussed the gang fight which had taken place the night before. The Spanish-Ameri-

cans had tried to "beat up on" one of their own members because he had made friends with the Jewish boys and they felt rejected. It was just like the threat of the fight the day before, and the one last week. Matters were getting no better. Paul and his father, who was a member of the National Association for the Advancement of Colored People and was interested in all activities that promoted or deterred human relations, talked about various things that could be done in such a situation. As a result of their talk Paul determined to go to the Student-Council meeting at his school and propose that a committee on human relations be organized.

The Student Council accepted Paul's proposal and several persons volunteered to serve on the committee. They asked their general-education teacher to be their sponsor and planned to meet once a week before school from 8:20 A.M. to 9:00 A.M. to discuss the situation and see what could be done.

At the first meeting of the committee they decided that it was not their job to arbitrate fights. Their job would be to build proper attitudes. They would try to make students conscious of their prejudices. "The Spanish-Americans are afraid of the Jews. The Jews are afraid of the Spanish-Americans. It is silly. There is no reason for such fears. They are the result of prejudices."

Then someone asked, "What can we do about it? Where can we go for help? Who can tell us what to do in a situation like ours?" Jean suggested they go to the Mayor's Committee on Human Relations.

She had heard her father speak of the activities that were going on in the city which were designed to reduce intergroup tensions. He often told his family of some problem which the Unity Council had referred to the mayor's committee. This committee should be able to offer some good suggestions about ways of meeting the school situation.

Kay suggested they go to B'nai B'rith. Her father was a member and she knew of many activities they had undertaken. Other resources were suggested: the Unity Council, the Urban League, the Anti-Defamation League, the Latin-American Educational Foundation, and Boy's Incorporated. Committee members volunteered to visit these agencies, but they needed further help from their sponsor. What questions should they ask? How should they make their appointments? What should they try to bring back to the group?

Their sponsor arranged for them to meet with her during school time to discuss interview techniques. Together they outlined a plan of procedure which each person might use in this interview. A two-week period for committee members to have their interviews was allowed.

Results of the interviews were numerous. Elizabeth had never met a Negro before. "Mr. Jones was wonderful," she announced. "He was so nice and so smart." Mr. Jones gave Elizabeth a scrapbook containing pictures of Negroes who had made a contribution to American life. The only condition contingent on the use of the scrapbook was that it be returned with a written biographical sketch of each person mentioned.

The scrapbook stimulated a bulletin-board project which exhibited the materials contributed by the various organizations. "Americans All," a term borrowed from the Anti-Defamation League, was the caption of all displays.

In the library was placed an exhibit of the newspapers published by various racial and religious groups. Committee members

reported that these papers had been looked at by many children.

On different occasions movies which had intergroup implications were shown. These included *Don't Be a Sucker* and *Brotherhood of Man*.

Book jackets purchased by the Hi-Y and Y-Teen Clubs from the Anti-Defamation League were distributed by the committee. The jackets directed attention to the fallacy of prejudice. They read as follows:

"What's his race or religion got to do with it? He Can Pitch!"

Below this statement was a picture of four baseball players, one player defending another player on his team who was a member of a minority group.

Underneath the picture was the following statement: "If you hear anybody talk against a schoolmate or anyone else because of his religion, race, or color—don't wait—tell him, That Kind of Talk is Un-American."

"HELP KEEP OUR SCHOOL ALL-AMERICAN."

Another activity undertaken was the distribution of two comic books to the general-education classes; one was entitled *Fair Play*, the other *About People*. Before these books were distributed, committee members related brief accounts of experiences at camp, at school, or in the community where prejudice had been displayed. Some members simply spoke briefly about certain generalizations in good human relations.

#### EDITOR'S NOTE

*Because of its interest in problems of different cultural groups in the school, the Student Council of Lake Junior High School, Denver, Colo., established an Intergroup Relations Committee. The committee took its work so seriously that it conducted a series of propagandizing activities that continued past the school year into the summer. Miss Sweet, who tells the story, is supervisor in the Department of Instruction of the Denver Public Schools.*

At the suggestion of the committee, English classes wrote skits about group relations which will be dramatized and presented at class meetings during the coming year.

The final project of the year involved the community. In an effort to keep the activity of the group moving during the summer months, the cooperation of the churches was enlisted. Thirty-two letters were sent to churches of all denominations, including Baptist, Catholic, Christian Science, Hebrew, Congregational, Lutheran, Methodist, Church of God, Pilgrim Holiness.

The letter read in part as follows:

"You are in a position to render a real service to the Inter-Group Relations Committee of Lake Junior High School and we earnestly request your help in carrying out our next project. We are contacting all religious leaders in the area and asking them to deliver a sermon, or, perhaps, a series

of sermons to their congregation sometime this summer. We would like to have you help us if you possibly can by speaking on 'The Individual's Responsibility to Foster Better Intergroup Relations in Our Community,' or some similar topic. If there is any further information that you would like, or if you have any suggestions or comments that you would like to give, we would be happy to have you contact us. We do hope you can help us, and in this way help our community as well."

The rabbi and one minister in the community indicated their interest, but as yet the students have not followed up to see whether the sermons were delivered. One minister has delivered such a sermon. He has a very alert young people's group and hopes that through this project initiated at the school, the children in his church will become more sensitive to the whole problem of intergroup relations.



## The Trouble with Films in English Class

I wonder whether our enthusiasm for visual materials may not result in undercutting the main purposes of English teaching.

In the first place, we seem to have left the choice and production of classroom films largely to an increasing number of 16-millimeter film producers. Social studies and science have been well served by these producers. Moreover, teachers in these fields, especially in science, have not been satisfied to use films as mere interest-getters but have demanded that they improve actual, definite learnings. Furthermore, they have made scientific studies as to what type of film and what methods of using it produce the greatest improvement in the amount of learning.

For instance, should the picture be shown before, during, or after textbook study, teacher explanation, or class discussion? If during instruction, at what precise point should the film be shown, and when reshown, to get the best mastery of the topic as indicated by later standard tests? At Yale, under Dr. May's direction, a great deal of authoritative

data on these points has been amassed by controlled experiments with classes using science films.

Nothing of this sort has taken place in the field of English. Use of films has been haphazard, suggested largely by commercial advertisements of film-renting services or by school supervisors of visual education who have a natural interest in justifying the existence of their departments by promoting the use of films. In many cases the English films they circulate are bought without testing and are often accepted for use by teachers who have never seen them, who really have no idea as to their actual excellence, and who have no prepared technique for their employment. . . .

So far as I can see, the great contribution of films to English classes is to support the teaching of literature. And the great service of English teaching to what might become the fine art of the cinema is to encourage attendance at outstanding films by preliminary preparation of students and subsequent reports on and analyses of the pictures.  
—RUTH MARY WEEKS in *The English Journal*.

# WORKSHOP on U. S.

## Educational Relations with Europe

By  
C. O. ARNDT

THE ALMOST SUDDEN emergence of the United States into a position of world leadership following World War II marks the beginning of an important epoch in our national history. An inventory of our natural resources, industrial potential, and experience with democratic institutions reveals the possession of rich resources for the tasks which lie ahead. As a people, we must learn to administer these resources to the benefit not only of the nation but of the larger world as well, for both are inextricably interwoven with one another. How can the educational institutions of our country assist in this endeavor?

Agitation of this question by a group of workshop students and the writer, at New York University during the summer of 1949, resulted in the organization of the Workshop on United States Educational Relations with Europe which is discussed in the present article.<sup>1</sup> It was well realized that the scope of this enterprise would be limited, that the number of people involved would be small. But our belief in the unique effectiveness of the undertaking for developing insights at the intra-national level which are sorely needed in our country today was strong enough to carry the project through.

### *Itinerary*

Forty teachers, largely from the Eastern Seaboard but with a good representation

from the Middle West, South, and even Far West, enrolled in the workshop. They left New York City on July 13 on the Cunard Line's S.S. *Georgic*, spent 18 days in study at Nutford House, University of London, and 10 days in Germany at the University of Heidelberg. A short stay in Paris, with meetings at UNESCO House, was arranged before the group again boarded the S.S. *Georgic* to return to New York City on September 2.

### *Purposes of the Workshop*

The purposes of the workshop were as follows:

1. To learn to live and work together as citizens of a nation which has been charged with large responsibilities for the building of world peace.
2. To learn to know the people of Great Britain and Germany through direct contact and experience.
3. To become acquainted with some of the major socio-political and educational problems which the people of Great Britain and Germany are facing today and to study the effect which these problems are having on education in these countries.
4. To inform schools and communities back home of what has been learned and to foster an active interest in international affairs on the part of United States citizens.

### *Learning Experiences*

*Aboard Ship.* It may be of interest to point out some of the obvious benefits which a group that plans to work together closely during the summer can derive from a week aboard a ship before direct contact

<sup>1</sup>Other courses and workshops offered abroad by the School of Education of New York University during the summer of 1950 were centered in Puerto Rico, the Virgin Islands, Denmark, and Israel. Approximately 250 students, largely teachers in service, were enrolled for credit in these courses.

is made with a foreign country. The membership of the group is enabled not only to become better acquainted under almost ideal conditions, but is also afforded an opportunity to plan together for the important experiences which lie ahead. Moreover, specific briefings on the countries to be visited can be undertaken. Finally, there is ample time to read and discuss books.

We suggest that a carefully selected collection of books which deal with the countries and peoples to be visited be assembled and carried by the group. Our workshopers assumed responsibility for carrying one book apiece, which was read and then exchanged with another member of the group. Thus a small library was ever in flux for those who wished to read.

On the return trip the week at sea affords a timely opportunity to evaluate the work done in the workshop. The mind-set of the group membership is favorable for evaluation and there is ample time to give it the attention which it deserves.

In the following sections some of the highlights of our experience in England and Germany are commented upon briefly:

*In England.* The period of study in England was auspiciously begun by a meeting in the City Hall of the borough of Marylebone, in which Nutford House is situated. The group was under the able tutelage of Mr. A. E. Reneson Couchner, former mayor of Marylebone, who drew upon his rich experience to introduce us to London and local government in London.

A very full and vital day was spent with two members of Parliament, who answered many queries about Parliament and the *modus operandi* of that great democratic institution. Subsequently, at our request, a presentation of some of the problems which England faces today was made by the members of Parliament. This meeting took place in one of the meeting rooms of the Parliament buildings, thus affording an appropriate background for this experience. The keen interest of these distinguished mem-

bers of Parliament in the improvement of understanding between the people of Britain and the United States deeply impressed the group.

We visited the well-known private school, Harrow on the Hill; an experimental elementary school, St. George in the East, which is situated in an underprivileged area of London; and the Tottenham Division Schools of Middlesex, near London. Thus the group was enabled to see, even though but briefly, one of England's most famous private schools, an experimental school for underprivileged children, and a somewhat better than average city school system.

In Tottenham the group spent a full day visiting classes and talking with pupils and teachers. Many workshopers met the parents of pupils when they walked home with them during the noon hour. For who would deny entrance to a home, whether it be in the United States or in England, if a child lead the way!

Noteworthy also among the educational experiences in London was a presentation by staff members of the British Broadcasting System on the work of that organization. The description and illustration of educational broadcasts were of particular interest to the group.

Special interest groups were organized by members of the workshop in order to study such areas as health education and nursery-school education. These groups proceeded largely on their own initiative to visit hospitals and nursery schools, respectively. The former group brought Dr. A. Winner of the Ministry of Health to the workshop to make a general address on "The National Health Service in Britain."

In turn, the nursery-school group arranged for a visit to the Odeon Theatre in London to view films prepared specifically for children under the auspices of Children's Entertainment Films, 6 Vigo Street, London, W. 1. The group was interested to note the deep concern for the development

of films appropriate for children, as evidenced both through conversation with leaders in this field and also through the seeing of many films for children.

Among the educational leaders who addressed the workshop were Professor Lester Smith of the University of London; Mr. Jack Longland, chief education officer for Derbyshire; Miss Edith Ford, director of teacher exchange between the United Kingdom and the United States; and Mr. H. C. Dent, editor of the London *Times Educational Supplement*.

*In Germany.* From August 10 to August 20 the group lived in Heidelberg, U. S. Zone, Germany. Class meetings were conducted in the aula of the Collegium Academicum of the University of Heidelberg, thanks to the kindness of Professor W. P. Fuchs of the Collegium Academicum. Among the distinguished European educators who addressed the group were Professor W. P. Fuchs, Professor Ott of the University of Heidelberg, and Professor Hermann Friedmann. The Chief Educationist of the U. S. High Commissioner's Office, Dr. John O. Riedl, as well as Dr. Payne Templeton and Dr. Jacque Breitenbucher, also of the High Commissioner's staff, gave the group a rather full picture of German education today as seen by professional U. S. educators.

Since our group was made up largely of classroom teachers and practical educators who wished to learn what was being taught at elementary- and secondary-school levels in the field of international understanding, Mr. William Berger, teacher and curriculum specialist of the Bremen Schools, was invited to spend a morning in the workshop. His talk was highly stimulating, and revealed that in the Bremen Schools at least, German youth is learning the meaning of One World. It appeared to the group, however, that there were few spots in Western Germany in which so creative an endeavor to develop international understanding was under way.

#### EDITOR'S NOTE

*The past summer, forty U. S. teachers participated in a traveling workshop in which they spent 18 days of study at the University of London and 10 days of work at the University of Heidelberg. Their purpose was to learn something about the British and German people and their social, political, and educational problems. Dr. Arndt, who was leader of the workshop, is professor of education at New York University, New York, N. Y.*

In addition to the foregoing, presentations were made by a labor-union secretary, Herr Emil Wegmann, and Frau Doktor Berghaus, a prominent social worker.

A high point of interest in Heidelberg was an address by a representative of the Bonn government, Dr. Fritz Erler. He came to the workshop directly from the meeting of the Council of Europe at Strassburg.

Mr. Johnny Funke of the International Werkstudenten Austausch, in Frankfurt, proved to be an invaluable resource person. Having spent considerable time in the United States after World War I, he was able to interpret for the group some of the situations in Germany which appear difficult to understand for new arrivals from the United States.

#### *One Experience Stands Out*

In evaluating the many learning experiences of the group, one stands out because of its direct implications for the citizens of a country that is presently playing a leading role in world affairs. It is that the majority and minority group members of the workshop over a seven-week period were enabled to live and work together under conditions which approximated full equality. They shared their crowded cabin space aboard ship, roomed, ate, and lived together while in England and Germany, and throughout enjoyed equal privileges. This intimate intergroup relationship was a new

experience for many workshopers. Not all members benefited equally from it. All, however, realized the importance of living and demonstrating abroad a basic tenet of our democracy, respect for the human personality.

A realization of the importance of living this principle assumed a new significance as the group approached the U. S. Zone of Germany. Forty U. S. teachers visiting U. S. occupied territory must express the basic principles of democracy during their residence in Germany! This became both an individual and a group challenge. The results were highly gratifying and reassuring. They served to demonstrate both the virtue and strength of democratic principles.

The sharing of rooms, eating together in public restaurants, and many other evidences of shared experience on the part of workshopers certainly had one important effect on the citizens of Heidelberg. The stereotype of segregation as between groups

in the United States which had been developed in the German mind under the Nazis thus was seriously questioned by those who learned to know our group. At any rate it was frequently the subject of animated conversation on the streets of Heidelberg during August 1950.

The vitality and total effectiveness of the workshop here described has resulted in a determination to conduct a second program in Europe during July and August 1951. All essential arrangements have been completed at the time of this writing.

The second European workshop will be titled Workshop on Human Relations in World Affairs. Three weeks will be spent at Nutford House, University of London, two weeks at the University of Heidelberg, and a number of days with staff members of UNESCO in Paris, France.

Full information about this workshop will be furnished promptly by the writer upon request.



## Student Credit Club Meets "Short-of-Change" Needs

"Say, I forgot my lunch money. Will you lend me a quarter?"

"Tickets for the football game? Won't you lend me twenty cents?"

"Oh, I wish I could go to the Student Council movie, but my allowance is almost spent and I won't get any more money until next Monday."

"I'd like to have an Edison emblem but I never have enough money at once and I am unable to save it from my weekly allowance."

Situations of this kind appeared constantly. Both teachers and friends were imposed upon. Finally, the mathematics department of our school held a meeting to discuss our problems. After debating the question, pro and con, we decided to organize a Credit Club.

By buying a 25-cent share and having an application for membership approved by the board of directors, any member of our school can become a Credit Club member with the privilege of borrowing from the common capital and becoming a

consistent saver.

The borrowing feature of our organization has had much more attention than the saving angle, but the Credit Club can help us to continue the regular saving habits already established.

The Credit Club office is open daily during all class periods. There, shares are sold, loans are made, repaid or extended, and shares are sometimes surrendered. A Credit Club Member's Account Card, a combination card of recording shares and loans, is used.

A member may borrow up to 50 cents on his signature only. With a pupil co-signer he may borrow as much as one dollar, and with an adult co-signer he may borrow up to three dollars. A daily interest charge of a specified amount is made, depending upon the size of the loan. All loans must be repaid in one week. Borrowers may secure an extension but unless the loan is paid when due, a fine of one cent a day thereafter is imposed.—JOSEPH WEISS in Ohio Schools.

# PHOTOGRAPHY:

## Service Department of the School

By

HANS E. LANTZSCH

PHOTOGRAPHY, an amateur's hobby for many years, has entered the schools of the United States in many areas, while in others it is still completely unheard of or thought of.

In most schools, photography is in its infancy—that is, in the camera-club stage of development. Some administrators, however, know that their little after-school camera clubs are full grown and want to be admitted into the curriculum. This generally puts cold beads of perspiration on the brows of administrators, who yell, "Where in heaven's name will we shove this innovation?"

Bless their poor overworked souls, their problem is a most serious one and it most certainly needs a frank discussion. Photography is no ordinary subject that can just be shoved in a corner and conducted at any time. It is one of the most touchy topics to teachers because it demands of all persons involved a high degree of integrity. A dark room with locked doors and no windows is fertile ground for wagging tongues, which often imply that film is not the only thing that is developing.

The need for a dark room and the requirement of high personal integrity are not the only requirements. A third item, money, is also a necessity. Certainly photography is not a cheap subject by comparison with other academic subjects. Its costs are high because expendable materials are constantly used, and the cost may be considerable even if students furnish their own supplies. Just about now all administrators should say, "I've heard enough," and photography in the curriculum should be doomed.

There is a bright side, however, for the people presently engaged in teaching students the fundamentals of photography must not find these hurdles too high or difficult to overcome. This is evidenced by the great increase in photography in the schools everywhere, whether it is on the club or curriculum level. Camera clubs are growing larger and many schools are offering photography in the curriculum. A sure sign of its growth is the number of articles in educational magazines in the past few years. The crusade is on to determine who will get this new innovation in his department, or what its objectives are or will be.

The articles in particular strike at the fact that photography belongs to:

1. The industrial-arts department, i.e., printing (graphic arts).
2. Science department, i.e., embracing chemistry and physics.
3. Art department, i.e., the perspective, composition, tone qualities.

The feeling, of course, is that photography encompasses the principles and fundamentals of the courses of a particular department, or that it fills a gap in the present course of study.

There is no doubt in anyone's mind that photography is based on chemical formulas and that the photographic optics involved put it squarely in the realm of the science department. Photography teaches as much of these sciences as many of the laboratory experiments, and perhaps with far more meaning. Strangely, photography is a multi-sensory aid to these subjects, for it clarifies many laws that are usually sheer verbalism to the students, as no application of them is made by the student.

The laws of temperature and chemical reaction times, the laws of optics, and the principles of light are a few of the fundamentals the science student sees and comprehends.

The student of printing in the graphic arts begins to appreciate the role photography plays in his selected vocation. He is able to see the photographic process in relation to his needs, and perhaps is better able to understand the litho printing or photo-offset type of reproduction. The problems of picture size in half tones, the limitations and possibilities are revealed to him first hand, and he may call on this experience in evaluating many problems of printing.

The art student is aided usually by being able to see how perspective appears on a plane surface; his eye is trained as he develops his photographic skill. Knowledge of composition, a most valuable tool to this class of people, is easily taught because of photography's speed. In a single negative the teacher may show many variations in composition. The results are a visual interpretation which otherwise would be abstract and verbalistic.

Who, then, shall take possession of this most valuable instructional tool? We all know that the most capable person will be given the job, and of course, human nature being what it is, the course will be partial to this person's field of interest. If a person from one of the departments already mentioned takes over, what will become of the others who are interested and may be able to use photography? Is a course of study that aids a person to develop a pride in workmanship and a worthy use of his leisure time to be overlooked? How about the youngster who is naturally curious and who is exploring and groping for the right road in life? How about all the other subjects that may be able to use photography in school?

The answer, of course, is that the photographic department should help all those

who may be aided directly or indirectly. It should not belong to any one department, but to everyone who may need it. It should be a service department for the entire school.

The help given to other departments cuts their need for buying expensive visual materials, and thus makes the cost of photographic supplies a secondary consideration. The services rendered would depend upon three factors:

1. The amount of equipment.
2. The skill of the instructor.
3. The time allotted for creation of materials (computed in man hours spent by students and instructor).

The student role is to develop skill, thereby increasing in effect the amount of man hours available to the service department. This can only be done by having adequate equipment to engage the energies of the student profitably. The student should be put in his job preference—composition for the art student, chemicals or optics for the science student—and whenever basic skills are developed, they may exchange jobs with one another. We might mention that the instructor's confidence in his helpers develops one of the most cherished traits in students, good citizenship.

Just what will these students create? Most photographic courses stress the same fundamentals, which must first be mastered. The service department, however, would harness this to its advantage by having students create pictures it can utilize. They begin by contact-printing negatives that students want, or pictures for the year book. Many times you waste four pictures for every one you save, but that one picture is utilized. Whatever the fundamental to be taught, it should aid the school.

The department should be an aid to the multi-sensory aids program, for it would supply all teachers with much needed local illustrations to fortify their teaching. Far too often our texts cite a principle and illustrate it with a photograph as foreign to the

student as the principle cited. If the illustration is understood, which it is likely to be if it is taken locally, then the principle is clarified and verbalism partially avoided. One cannot blame the text, for its illustrations generally cover a large geographical area. The text, with its illustration, is attempting to fortify the written word, and verbalism results when both are foreign to the student. Needless to say, in such courses as geography both illustration and written word are foreign, and the student must, by necessity, accept both at their face value.

In all possible cases, the answer is to supply an understood illustration. The service department can provide pictures taken in the immediate locale to satisfy the teacher's needs. The teacher could even dictate the size of the picture and the points to be emphasized. Such pictures would be current and applicable to the modern world.

There is no subject that photography could not aid in one form or another, by illustrating:

1. Information (extremely general, methodology, made to impart a whole idea or picture of conditions).
2. Comparison (sizes, examples, types, textures).
3. Principle (specific procedures, as in sewing, cooking, chemistry, physics, lab set-ups, industrial arts set-ups).

The benefit derived from such a service department is twofold.

First, the student creates aids for other students. He is forced to make a tool useful to other persons whom he contacts personally. He opens himself to criticism by his own age group, and is thus prone to try a little harder. More than a mark is at stake.

Second, the school and faculty can select the exact subjects needed. A teacher will use multi-sensory aid if the content is in line with personal preferences. This is particularly true of film strips, which at times attempt to encompass too many factors. The value of having the multi-sensory aid at hand for use whenever the teacher needs it

### EDITOR'S NOTE

*Mr. Lantzsch says that photography is growing by leaps and bounds in the schools—that camera clubs are spreading, growing larger, and entering the curriculum as a full-fledged subject. For the past two years he has taught the photography course at Ecorse, Mich., High School. As there are some serious problems involved in this emerging phenomenon, Mr. L. offers advice to schools that are feeling the effect of this upsurge and wondering what to do about it.*

is not to be overlooked. Human nature often is not as mechanistic as our schedules would like it to be. A classroom teacher often forgets to order film strips and other materials because of variations in classes or other pressing matters. However, if the materials were in the teacher's possession, they would probably be used much more than they are now.

What are the objectives of the multi-sensory aids service department? We may state that its objectives should aid both the student and the teachers. Its objectives:

1. To cooperate with all departments in the creation of visual materials in line with photographic processes.
2. To reproduce for teachers pertinent data which they desire to retain in the form of photographs.
3. To aid students in the understanding of principles which can be easily demonstrated by photographic techniques.
4. To develop citizenship in the students involved in this working experience.

By necessity, all such programs do not just happen, but are developed painstakingly and carefully. The hardest factor is not creating the material but getting the staff to give you work to do for them. Not only must the department create the aid, it must often create the demand for it. It is this harmony between the department and the teachers, or the exchange of ideas among teachers for new materials, that makes the entire program worth its salt.

# College-Career Night:

*Parents and college alumni participated*

By

WALTER E. JONES

IN AN ATTEMPT to bring guidance services to the people who are fundamental to a guidance program—the parents and students—we inaugurated a college-career night in Penn Yan on Dec. 6, 1950.

Three area colleges were invited to participate in this experiment. The colleges were selected with the following specifications in mind: (1) that they serve the area students, and (2) that they represent various types of colleges, such as a large one with diversified curriculums, a state teachers college, and one of our newer state technical schools.

Cornell University served in the capacity of the large, diversified college, Geneseo represented the state teachers colleges, and Buffalo Institute of Applied Arts and Sciences represented the young technical schools of the new State University of New York.

From the alumni offices of the participating schools, the names of many alumni who live in Yates County were obtained. Through personal letters from the guidance director and newspaper publicity, the alumni were invited to attend the Career Night meeting. This would provide an opportunity for them to reminisce with former classmates and colleagues. It would also enable them to get up to date on recent campus programs and policies. Primarily, though, it would permit parents and students to see and visit with "live" products of the schools that they might be interested in, and it would enable parents and students to see how varied are the career activities of the many alumni of these schools.

The program for the evening was simple,

yet apparently quite satisfactory to all participants. Dessert refreshments were served in the cafeteria from 7:30 to 8:00. This provided time for the introduction of college representatives and necessary announcements. From 8:00 until 10:00 o'clock parents and students were at liberty to visit any one or all three of the rooms where the college representatives were located. No time limit or periods were established, so people could spend as much time as they wished in any one of the rooms. This provision also made it possible for the school representatives and alumni to make their programs more informal and less hurried, and enabled them to cater to the problems and desires of the people who were interested.

Typical of one group procedure was the following:

Kodachrome slides of the campus, students, activities, living facilities, new building projects, and general campus life were shown. Three students of the college who were alumni of the host school, Penn Yan Academy, commented about some of the people, places, and incidents shown in the photographs, which gave them a personal and living atmosphere. They also answered questions put to them by parents and students. By giving very real and natural answers, they promoted a wholesome interest and attitude toward the college program.

Alumni were introduced, and they also asked and answered questions. Since they were residents of the county, known to many of the high-school students, it made the results and values of that school's program seem more apparent than does read-

ing catalog statistics or listening to official representatives of the school. This informal method of presenting formal information created an atmosphere conducive to discussion and conversation.

The effective presentation of the entire evening program was made possible by the assistance of student organizations. Members of the Honor Society acted as hosts, guides, and registrars. As each person came in, he registered and was given a lapel card with his name on it. Since there were four high schools in the county participating, parents and students from each school also had the initial of that school, in school colors, on their cards. Alumni had similar cards, with the names of their colleges in school colors. College representatives were likewise identified in this manner.

The art classes at Penn Yan Academy made posters advertising the affair for the various bulletin boards about the school. They also made signs so that people could easily find the college room that they were interested in. Posters and art work on the boards in each room presented facts about each college and promoted interest in various career fields. Each of the other schools in the county conducted their own publicity campaigns within the schools.

Two service clubs at Penn Yan, the girls' Academy Club and the Varsity Club (composed of lettermen), worked under the supervision of the cafeteria manager in handling refreshments, including the serving and clean-up details. Since the food was simple—ice-cream sundaes, cookies, and coffee—they were able to get their work done and enjoy the evening program too.

Area newspapers aided the program considerably with helpful publicity articles and photos of students making preparations.

The experiment will continue through the year, as Middlesex Valley Central School was host on Feb. 1 to the other schools of the county, with three different area colleges as participants. Naples Central

School continued the program on March 15, and the experiment will be concluded at Dundee Central School on May 3.

The reasons and objectives for a program of this type are:

1. Evening meetings make it possible for more parents to attend. Parents should be given more of an opportunity to participate in programs that can be of great significance to their children.
2. Dessert refreshments promote an informal and social atmosphere.
3. Smaller groups of interested parents, students, and alumni promote more tangible results for everyone involved.
4. Incorporating an alumni gathering into such a program makes it possible to have many careers represented at each gathering.
5. Alumni participation gives tangible proof of the results and values of a particular type of college training.
6. Competition for an audience, which often existed when college nights featured a larger number of colleges, was decreased.
7. Having programs throughout the year helps to make guidance and counseling more continuous and effective throughout the year.
8. Holding the program at night avoids the problem of what to do with students not involved in the activities.
9. Likewise, a night program does not

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#### EDITOR'S NOTE

*Uncommon features of College-Career Night at Penn Yan, N. Y., Academy, were that parents' interest in helping their children to choose a college was taken into account, and that in addition to the representatives of the three colleges participating in the program, alumni of the institutions were utilized. Mr. Jones is vice-principal and director of guidance of Penn Yan Academy and Junior High School.*

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interfere with the daily academic schedule of the school.

10. By operating on a county scale, particularly in small counties, the career night enables the small school to give programs to its students and parents which it otherwise couldn't provide.

11. Over a period of time, all types of schools and career opportunities will have been explored by interested parents and students. Thus business schools, nursing schools, beauty schools, technical schools, two- and four-year colleges, state and private colleges, large and small, will have an opportunity to present their programs.

12. This type of program does not have to be restricted to juniors or seniors. All students and parents on the junior- and senior high-school level can participate.

13. In times such as we are now living, it is essential that we show how valuable continued education is. We can show how diversified our training institutions are by presenting the alumni with their varied occupational experiences.

14. In conclusion—if we can get parents and students, colleges and alumni, and high schools all working for the common welfare of one another, who can ask for more?

We feel that our first meeting achieved some of the desired goals. It also brought suggestions for possible improvements. We have appreciated the assistance and co-operation of the schools, colleges, alumni, and parents, and we look forward to another year with our experiment of getting more people interested in the futures of our youth.



## Library Solves Its Pencil Problem

By DOROTHY HARDAWAY<sup>1</sup>

For years we have found that one of our more nagging small problems is "How can we keep a pencil at the desk?" We do not have a dater attached to our pencils and even the most considerate patrons often become absentminded and carry them away.

Chains helped for a while but they, too, proved to be an attractive nuisance. Some measure of stability for our charging-out pencil was attained by choosing an unattractive stub without eraser, and Scotch-taping it to a string. This method was fairly effective, but unsightly and cumbersome.

Now, by cooperating with the janitor, our pencil worries are over and our library is offering a new service to students without cost to us.

The janitor picks up all the pencils he can find around the campus—short ones and long ones. The librarian sharpens them and puts away the better ones for future use.

(This selfishness is probably due to long years of "pencil drought" and will no doubt pass as our present "pencil affluence" continues.) The remaining stubs are placed in a box on the desk, originally labeled "A NEW LIBRARY SERVICE. HELP YOURSELF." More recently the box label reads only "FOR YOUR USE."

Students pick up the stubs to sign their names and usually return them to the box. If they have a real need for a pencil they often pick out the best to take with them, but the box is constantly replenished by the janitor and our supply is more than meeting the demand.

A pencil, if you have one, is only a small convenience, but a missing pencil can assume large proportions in a day's list of irritations.

<sup>1</sup>Miss Hardaway is librarian of Prescott, Ariz., Senior High School.

# CHANEL #3:

## The Neophyte and the Old Hand

By LORINE D. HYER

NEMESIS SCINTILLATED down the hall toward my door, chatting airily with the Department Head and trailing a glory of meaningful whistles, low moans, and Chanel #3. I hastily buttoned my old brown suit ("It's so practical," the clerk had urged three years before. How right she was!), squared my shoulders, and managed a wan smile.

"This," beamed the Head brightly, "is your new practice teacher, Miss James. I'm sure you'll get along famously." And with that remarkable faculty for fading or appearing at critical moments (an ability indigenous to department heads only, I have often mused), she vanished. Not on a broomstick, either—where my dour thoughts for the moment perched her.

But Chanel #3 stayed right on. She flitted over to the coat closet and draped her sheared beaver carefully over my frayed tweed; her fur-lined boots stood pert and elegant beside my seasoned galoshes. That much, I thought grimly, we have in common. We both wear clothes!

I braced myself for the once-over. With the same wide-eyed curiosity that Cyclone Dorothy must have viewed the Wizard of Oz, this dainty little educational neophyte ogled the Old Hand. I ogled right back. It was worth a second look. Trim and neat, brisk and self-confident, little Miss Chanel looked as good as she smelled. I saw no need of brains behind that smooth brow and shining hair. That would be asking too much.

Briefly, I explained our class set-up, our routine procedures, and the survey of the work she was to handle. She groaned. "But

I've never heard of Transcendentalism, and I don't know a *thing* about Emerson or Thoreau! I had hoped to have panel discussions and projects and field trips. My critic teacher just *dotes* on that sort of thing. But of course I wouldn't want to impose any of my ideas on you. They warned us that student teachers can't reform the whole system in a day."

Oh they can't, eh? They can come pretty darn close to it. They can organize committees to work for a week on a project that could be accomplished in one day of quiet class discussion—except, of course, for the fancy cover on the report! They can have wild panel discussions where juvenile opinions are tossed around dizzily as basic facts; they can promulgate informal debates where terrific heat is generated over questions of sheer personal bias! But by Jupiter, ask them to help the class get the main ideas of an essay, or outline the history of the short story, or apply basic spelling rules—and what happens? They turn frantically to the Old Hand!

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### EDITOR'S NOTE

*You might call this a sort of sequel to George Voigtlander's "The Black Side of Student Teaching," in the March 1951 issue of THE CLEARING HOUSE. Perhaps we are dealing here with the pastel, sweet-scented side of student teaching. However, this side also has its baffling problems, as you will learn when you read about the Old Hand and little Miss Chanel #3. Miss Hyer teaches in Irvington, N. J., High School.*

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So we teach them the whole course of study, then sit back and squirm as they distort our pet ideas. They mangle a whole unit, but we pat them on the back with a "Not too bad, really." They come radiant with an idea that won't work, and when it backfires, we pick up the pieces and smilingly label it valuable "experience." They leave; the tumult and the shouting die; quietly we teach the whole business over again. That's what Old Hands are for!

Maybe it balances somehow. Without a practice teacher, I'd never have had the long drop brilliant earrings as a parting gift. They look a little odd with the old brown suit, and it's a shame to keep them hidden in the dresser drawer. I'm thinking of exchanging them for something more practical, like—say—a small bottle of Chanel #3. There's P.T.A. meeting next week, and I want to be at my best when my class presents its panel discussion!

## Findings

**SCHOOL PSYCHOLOGISTS:** What activities occupy most of the school day of the school psychologist, and which get little of his time? On the basis of reports from 205 school psychologists, states the *Newsletter* of the Division of School Psychologists of the American Psychological Association, it can be said that individual testing has first priority on their time, while group testing "plays a more minor role than might have been expected."

Actually, 67% reported that they gave only 10% or less of their time to group testing, while 61% said that they devoted from 26% to 100% of their time to individual testing. The remedial program gets little of their attention, as 65% say it gets 10% or less of their time, and only 8% devote more than 25% of their time to it. The small per cent of their time spent on follow-up of their cases is "disappointing": 54% give this 10% or less. The *Newsletter* asks, "Are we still making a diagnosis and passing on?"

"Conferences" occupy from 11% to 75% of the time of 72% of the psychologists, and this arouses the curiosity of the *Newsletter*: "With whom are they conferring?" Mostly with students, we suppose, though even psychologists must sometimes be just in "conference with themselves, pondering their wives' millinery bills or wishing they'd never have to look at another problem child."

**EDITOR'S NOTE:** Good, bad, indifferent or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of methods used, degree of accuracy or conclusiveness, and sometimes even the scope of the study.

**BUILDINGS:** Of 37 Illinois high school buildings investigated in the past few years by C. W. Odell and reported upon in *Illinois Education*, none was considered to be first-class, and only 11% were scored as excellent. Some 65% of the buildings were rated as "good enough" to be kept going for another generation. About 24% of the plants were in a doubtful class, and should only be used for "a very short time." And none of the buildings was in the lowest (or "Run for your lives!") class.

**DELINQUENTS:** To determine the relationships of delinquents and their schools, the Educational Council of the Ohio Education Association made a study of 97 delinquent boys admitted consecutively to the Boys' Industrial School at Lancaster, Ohio.

Roughly, 26% of the boys felt that their previous school had had a negative attitude toward them; 42% were undecided or felt their school's attitude hadn't been either positive or negative; and only 32% felt their school had shown a positive attitude toward them. About 50% of the boys felt that one or more teachers had disliked them; 25% felt the principal had not liked them; and 16% felt that one or several fellow students had given them "a rough time."

The Council then queried the boys' previous schools about them in a manner that would reveal these schools' attitudes toward the boys. Of 52 schools whose replies were usable, the Council judged that about 50% showed an attitude toward these young people that was from mildly to strongly negative. But don't you think "positive" and "negative" are timid, vague words in this connection? If we substitute "helpful-sympathetic" and "antagonistic-indifferent" the picture becomes more sharply—and perhaps a little more uncomfortably—focused.

# What IS GENERAL EDUCATION?

*A disagreement with de Zafra*

By CONNER REED

IF THE VIEWS on general education set forth by Carlos de Zafra, Jr., in the January issue of *THE CLEARING HOUSE* ("Successful Techniques in Teaching General Education") reflect the concept of general education held by public-school administrators in this country, as Mr. de Zafra makes it appear, then we ought all to be greatly alarmed about the future of general education in the public schools, if not in the colleges themselves, particularly the junior colleges that lie within the jurisdiction of these same administrators.

This much is certain: That what the men who have revived the idea of general education have intended that general education should be, and what Mr. de Zafra seems to intend that it should be, are two entirely different things. Mr. de Zafra speaks of the faintest possible shadow of the substance—of a good idea fallen into bad hands.

Now let us get our terms defined right at the start, so that we can begin the discussion by calling things by their right names.

General education is *liberal* education. Liberal education liberates the mind from the shackles of ignorance, prejudice, superstition. It is concerned in great part with the study and consideration of certain basic ideas that have always been the springs of action for all men in society everywhere. Some of these ideas are love, ambition, government, justice, the purpose of life, beauty, war, religion. The study of these ideas is the study of man himself. These ideas—when the subject of study and consideration (consideration means *evaluation*)—are the

humanities. The aim of these studies is to *civilize* the student, that he may not merely live but live as a man ought to live.

General education is also concerned with the study of communication (speech and writing), science, and mathematics. These subjects are possibly more in the nature of tools, but they have to some extent a liberalizing effect because they contribute to an understanding of men and the things men do.

General education, then, is liberal education, and liberal education is the study of the humanities, and of communication, science, and mathematics. It is the three R's in the adult world, the first R meaning general literature, *important* literature, which has influenced or which could influence our lives.

The ultimate aim of general education, so far as the schools are concerned, is to guide the students into the habit of continuing interest in all these subjects, and into the habit of informed, disinterested, unprejudiced, continual, logical *thinking* about the affairs of men, with the object of reaching conclusions leading to right actions. This ought to make better men in a better society.

Now an inspection of Mr. de Zafra's article reveals that by general education he has either something else in mind, or that if his concept of general education is the same as that which I have outlined, his plan for general education is so watered down from the original as to have become unrecognizable.

He states that "general-education courses

## EDITOR'S NOTE

Well, just what should we mean by "general education"? In the January 1951 CLEARING HOUSE, Carlos de Zafra, Jr., in "Successful Techniques in Teaching General Education," explained his idea of general education. Mr. Reed contends that Mr. de Zafra's understanding of general education is all wrong, and that the course he has been teaching for some years isn't general education at all, but something else. Mr. Reed, who has been quite active as a controversialist in THE CLEARING HOUSE and other journals, teaches in Port Angeles, Wash., High School.

are essentially a combination of English, guidance, and social studies [though] greater than the sum of these three areas." If that is what they are, then they are a step in the right direction, especially if "greater than the sum of these three areas," but certainly they are not in themselves general-education courses, and ought not to be called such. We must bear in mind that insofar as they fail, people, in and out of the schools, will say that "general education has failed." How might we explain then, that general education really did *not* fail—that it was not even tried, that those courses were not really general education at all? "Society loves not realities," says Emerson, "but names . . ." We must therefore use the right names!

The people live by the labels on things. Of course this is bad; they shouldn't do it; but they do. And right down through the ages they have been duped, swindled, double-crossed, lied to, misled, and confused by the wrong labels on things. It is essential that we use the *right* labels.

Mr. de Zafra goes on to describe a course, using, significantly, certain educational jargon-words, such as "orientation," "projects," "in-service training," "traditional mastering of knowledge as such," "ap-

propriate tools," "areas," and "classicist" (I wish he'd *define* that one, by the way!), which all in all cause the independent student of educational theory and practice to doubt that it is anything better than the same medicine under a different label, spooned out to a sick patient. At any rate it *tastes* the same.

However we look at Mr. de Zafra's article we see the same old stock of ideas—the same "intolerable deal of sack." Essentially it is just another outline of conventional methods in conventional cant with little or no real consideration of the two things that matter most—content and aims. For example, Mr. de Zafra says:

"General education is not dedicated to the traditional mastering by pupils of knowledge as such [*Is that still a "tradition" anywhere, I wonder, at this late date?*] but is dedicated, rather, to fostering the optimum development of the child by making *selective* use of various areas of knowledge and other appropriate tools of learning and teaching."

(Where have I read those words and phrases before? It is all so patently *party line*, in the educational world!)

Observe that Mr. de Zafra speaks of "selective use of various areas" and "appropriate tools," yet never tells us just what those "areas" are that we "select," or just why we select one in preference to another, or just precisely what the "appropriate tools" are and why they are appropriate. In other words he never declares any concrete *aims* to use as standards for those "appropriate" aims. And how utterly meaningless, in this connection, are such words as "areas," "appropriate," or "optimum"! Yet if Mr. de Zafra were the only writer on education who used those terms I should not have troubled to write this commentary. Unfortunately he speaks the language of a whole school—the school, in fact. It's a question of life or suffocation, for us on whom it descends. We must struggle for air and light.

But no such vagueness exists in the utterances of the writers on genuine general education—or on education in general. Those men are very clear; they speak pungently. Their first aim is to communicate real thinking to us. General education, they say, should provide students with a large body of information about the things that have always mattered to all men, and teach them how to think straight about these things. The method they propose is basically the study and discussion (discussion means *evaluation*, not acceptance!) of the books that contain the significant thinking done in the world so far about those problems that concern men. By books they mean real book, not books about books, not textbooks. By discussion they mean *questioning*, *evaluation*, never acceptance.

They name the books, they name the ideas. There is no fooling around with "areas" and "appropriate tools." And when they say that we learn to think by thinking, they do not intend to say that one cannot also learn to think by doing. They merely recognize the fact that we too often mistake learning to *do* by doing for learning to *think* by doing.

Now I do not mean to say that general education—*real* general education—can be taught in the senior high school, much less in the lower grades, though Mr. de Zafra says he is "sold" on it in the junior high. (I wonder whether he has not rather been *sold* something—a spurious article.) The University of Chicago has for some time been using general education with students

of the upper two years of high school, although I believe that they have a highly selected student body on that level. What I do mean to say is that we should call things by their right names; that we should not concoct some mixture of high-school courses and denominate it *general* education, when it isn't general education at all, but something less than that. That is to deceive, first ourselves and then the people. The *whole curriculum*, exclusive of training courses, is general education.

Heaven knows there is enough confusion of ideas in education already! General education may be a way out of the wilderness there. But if we are going to attempt to give it life in the secondary schools (where it still exists, though largely in form only, by the by), let us see to it that it really is general education, rightly conceived and rightly taught, and not some diluted mixture born of the undemocratic assumption that the average man's average son is incapable of achieving a general education. So far we do not know whether he is or not, because he has never been offered a general education—save in name and form *only*, up until a few decades ago, when the effort was begun to sweep away even the name and form in favor of something else. We have tried to burn down the barn to get rid of the rats.

Above all let us begin by calling a spade a spade! Let us get the right names fastened onto ideas! Let us remember Emerson's remark: "The corruption of men is followed by the corruption of language!"



### *Tempting Idea*

By JOHN CARR DUFF

The superintendent of schools in London has recently made the suggestion that we should arrange an exchange of English and American pupils. Miss Feverbrew, our eighth-grade adviser, has seen him and raised him—she wants to arrange a lease-lend program and offers five of her eighth-graders for immediate delivery to London or any part of the British Empire, with no questions raised just now as to when or how they will be returned.

## 2 AVIATION

*The technical course  
and air-age centers*

### Programs in Los Angeles

*By*

BLANCHE G. BOBBITT

**I**N THE Los Angeles City Schools there are two types of offerings related to aviation. One consists of classes in the science of aeronautics and includes flight experiences as part of the pupils' laboratory work. The other has to do with the establishment of an air-age center in the school, which is similar to a library to which pupils may go in groups or classes for air-age education. A brief description of these two programs follows.

"Science of aeronautics" is a one-year course for which eleventh- or twelfth-grade pupils may earn credit in advanced physical science or in physics to meet the laboratory science requirement for college entrance. The course contains the following broad areas:

Science of Aeronautics I: Theory of flight, meteorology, and flight experience.

Science of Aeronautics II: Navigation, civil air regulations, community problems of aviation, international problems of aviation, and flight experience.

The flight experiences are financed by the board of education through a contract with a flight school. Each pupil who has approval from parents, school physician, and certain school personnel is scheduled for two or three hours of flying. These flights cost \$5.50 per hour and are divided usually into the following periods:

*First flight:* One-half hour over high school and students' homes. Purpose: Introduction to the airplane:

1. Pre-flight check of controls, engine, fuel, etc.
2. Cockpit familiarization: explanation of instrument panel
3. Demonstration of taxiing

4. Discussion of normal attitudes and control functions
5. Airport safety rules
6. Civil air regulations
7. Orientation: familiar landmarks, prominent ground features.

*Second flight:* One hour over Los Angeles City and Harbor area with landings at two airports. Purpose: Explanation of how a plane flies:

1. Review of procedures for first flight
2. Demonstrations to explain how a plane flies:
  - a. Torque and use of rudder to nullify torque
  - b. Loads and stresses
  - c. Coordination of ailerons and rudder
  - d. Straight and level flight
  - e. Slow flight
3. Explanation of drift and pattern flying
4. Use of instruments, both navigation and communication.

*Third flight:* One and a half hours cross-country with landings at two airports. Purpose: to follow through on a flight plan prepared in classroom:

1. Review of previous demonstrations
2. Practice in map reading
3. Explanation of magnetic compass
4. Explanation of traffic entry at airport of destination
5. Evaluation of problems encountered on each leg of the flight
6. Demonstration of use of radio aids to navigation.

In all flights the effects of weather and cloud formation are discussed. Emphasis is placed on teaching the student why the airplane flies and how it is controlled in flight. Safety is always the keynote. Thus the flights consist of laboratory periods in which the pupil (1) experiences practical

applications of scientific principles studied in the classroom, (2) becomes oriented to the use of air as a means of communication and transportation, and (3) has opportunities to gain understanding of civic and social problems related to aviation.

The pupils fly three at a time with a licensed flight instructor. The pupils have nothing to do with the controls; the flight experiences are considered to be a continuation of laboratory work initiated in the classroom—not a flight-training program.

#### *Air-Age Centers*

The program afforded by the air-age centers is quite different from the one just described. Flight experiences are not included. In fact, the teacher of the air-age center is released from part of his teaching assignment so that he may be available for certain periods every day to assist other teachers in his school or in schools within the community. The air-age center is a combination library and laboratory. Groups of teachers or teachers with their classes arrange their time with the air-age teacher to read and discuss air-age literature and to see exhibits and demonstrations of aviation applicable to their subject fields. The following illustrations indicate the adaptability of the program:

1. The physical-science classes are told how the airplane flies, how the controls work, what types of materials are used in airplane construction, and some of the stresses these materials undergo.

2. The biological-science classes are informed of the relation between speed of transportation and control of disease in any area, the effects of flight on the human body, and some of the contributions of recent research which have made it possible for the human body to endure higher altitudes and greater speed.

3. Mathematics pupils are shown designs of the component parts of the aircraft; the use of mathematics in metal-working, wood-working, and machine-shop practice; and

the mathematics involved in navigation and engine operation.

4. Social-studies classes are informed of the correlation between social studies and aviation by means of discussions of such topics as these: decrease in the effective size of the earth with the consequent effects on international relations, international aspects of a rapid world trade, development of new areas as new flying routes are established, and comparisons of various forms of transportation and their effects on territorial expansion.

5. Business-education pupils are taught the vocational and legal aspects of aviation in relation to jobs, civil air regulations, liability; the commercial implications of a rapid world trade; the economic contribution of the airplane to agriculture.

6. The English and foreign-language classes are impressed with the activities of linguists and interpreters.

7. Homemaking pupils are made acquainted with problems of purchase, storage, and preparation of appetizing and nourishing meals for air travelers.

8. Art classes are provided with practical illustrations of line, color, design, and utility.

9. The industrial-arts classes have endless opportunity to study mechanical devices,

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#### EDITOR'S NOTE

*In the Los Angeles, Cal., high schools, technical aviation education is covered by a one-year course in science of aeronautics, which includes flight experience. Some schools have an air-age center, a kind of library-laboratory-classroom, where teachers may come for help in introducing aviation materials into their various courses, or where they may bring their classes for special instruction by the teacher in charge of the center. Dr. Bobbitt is supervisor of science, mathematics, health coordination, and aviation education in the Los Angeles City Schools.*

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equipment, and motor construction and maintenance.

As a result of these two aviation programs in our schools, we believe we are developing an awareness of our shrinking world, the need for understanding and tolerance,

and the potentialities of the airplane in peace and in war. We are making an attempt to present the scientific, sociological, and cultural implications of aviation in the interest of educating youth for living today, in this air age.



## Recently They Said:

### "Send Elsie at Once"

I am reminded of the probably apocryphal story of the high-school principal who, with great reluctance, recommended one of his graduates for entrance to one of the "name" women's colleges in the East. He put on his recommendation the damning sentence, "Elsie is a follower, not a leader." Imagine his surprise a few days later when he received this telegram from the cynical and no doubt perverse admissions officer, "Send Elsie on at once; the entering freshman class has three hundred leaders; we need one follower."—ROBERT E. KEOHANE in *The Social Studies*.

### Doing More for Students

We teachers know, at my school, that we are doing less for the children than all that they need. We have tried sincerely to learn our shortcomings and correct them. We've met by the hour in committees after busy school days, we've talked at length with state department consultants, we've read far into the night. But how hard it is to get launched on something new!

There are the old books, to be used till they can be patched no more. We know the old course of study, have worked out neat teaching devices for just this body of content. And it takes so much energy just to play policeman for twenty-eight fidgeters! We do have the children's interests at heart; we wish we could give them what they need and help them to want it. But it's so hard to push it into their unwilling heads!

This, I submit, is a way of getting them to help push. Ask them to explore with us, seriously, what their needs really are; get them to work out with us a plan to meet those needs. Then it's their plan, and theirs is the responsibility to make it work. They are on our side of the fence, and policing is no longer a problem. They don't have to beat us, because they have joined us—and vice versa. And the special magic is that they have so much to teach us, too.—EDITH L. HUMBY in *The English Journal*.

### Life-Adjustment Questions

The teacher at the end of a day might ask himself such questions as:

1. Why did I teach as I did today?
2. Was it because it had a bearing on the life that the youth is presently living and can reasonably expect to live?
3. Did my students really have an opportunity to do things together and thus learn to know and understand one another?
4. Did they have a chance to pool resources to add up their separate knowings so that all could become richer?
5. Did today's activity make my students more adequate to face life in a changing world?

The teacher who can answer "yes" to all but the first question has acquired the viewpoint of Life-Adjustment Education.—FRANCES J. MOORE in *School and Community*.

### Bus Is Instructional Tool

In helping the modern school provide firsthand concrete experiences with our present-day life, the school bus has few if any equals as an instructional tool. It can carry a class group on a visit to some important spot a hundred miles from the school and return the class to its homeroom by the end of the school day.—D. P. CULP in *Alabama School Journal*.

### Error-Correcting Movies

Many large schools have used the motion-picture camera as a medium for visual aids. Actual movies are taken of the athletic games, and students see their errors in reviews of these films. The same principle can be applied to the English department. One-act plays may be filmed during early rehearsals, with film reviews possible before actual presentation. Letting someone see his errors is the first step toward eliminating them.—ABBOTT BOOK in *Illinois Education*.

# PEARLS INTO THE TROUGH?

*"Everybody's happy  
at Littleton High"*

By  
MARGARET PRICE HOKE

LITTLETON HIGH SCHOOL has opened its doors for the new semester. As the early buses roll in, the boys and girls rush to the ping-pong tables, the basketball court, the lockers and the homerooms. It's fun at Littleton High!

How can these students be so happy? Many of them must sit hours in darkness—in clouds of bewilderment—listening to "agreement with antecedent, value of x, initiative and referendum, charge of electrical energy"—words they do not understand, will never understand. They must serve daily a one-hour prison sentence in study hall ("Ol' teacher won't let you turn your head")! They must pass tests on Shakespeare, the GREAT DRIP. Yet everybody loves Littleton High!

Before the first bus arrives, the principal has turned his office key, opening his Pandora box and letting out upon himself a horde of petty troubles—bus delayed on slippery roads, janitor ill, excuses unsigned, students asking for aspirin tablets! Five hundred "May We's" are poured into his ears each day. Like the mythical donkey he stands between two bales of hay; three hundred times daily he must choose THIS or THAT; unlike the donkey he must go one way or the other. But the principal is armored in his peculiar technique; he holds the degrees of M.A. (Master of Annoyances) and P.D.D. (Doctor of Petty Decisions). The principal won't give up. He loves Littleton High!

The teachers arrive on time—pretty girls, tall young men, an old maid, and a grandmother. How happy they look! How can

they be so buoyant when some of them have abscessed teeth and can't afford a dental specialist? Well-trained they are told to be, but they can't afford summer school. Must have the "broad outlook" but can't take a tour. Yet they are smiling. On a trip to the poor-house, they are evidently enjoying the ride.

Heads up, these teachers face their impossible tasks. Jimmy Dumb must be taught to read. Jimmy Dumb can't read. Can't learn to read? Hush! Hush! Mustn't say it! Mustn't breathe it! It's teacher's fault if Jimmy can't read. Even if the poor teacher finally leads Jimmy to comprehend intelligently a few lines, he will not be canonized for his deed. No statue will be erected to him. Littleton High teachers never make headlines.

No bonus for superior teaching is given at Littleton High School. That's not anybody's fault. Teaching ability is a difficult thing to measure. A factory worker who turns out thirty perfect bowls will rank above a factory worker who turns out thirty warped bowls. Yet one teacher may develop thirty citizens; another may produce thirty warped and twisted Henrys and Janes. Will one of these teachers rank above the other?

Littleton High School has tried to measure good teaching by achievement tests, teacher-rating scales, and the like. But the authorities have decided that the main results of good teaching are intangible and cannot be measured. One teacher at Littleton High said, "I'll take the cash and let the credit go." The trouble is, there is

so little cash. All Littleton High teachers know that for their work they will receive little cash and no credit. Yet they do their best. Maybe their lives are colored by a dream of service. Anyway, they love Littleton High!

Littleton High School is one of thousands of high schools of this nation. It is one of the strangest social institutions of our time. It is a noble experiment—perhaps an impossible experiment.

The difficulties started years ago when Littleton High School, the genial host, invited everybody to come in—everybody who had passed certain tests and everybody of a certain age whether he had passed the tests or not. Now Littleton High has students ranging in ages from 11 to 21, with IQ's from 77 to 135, with reading levels from fourth grade to college. Birds of many a feather flock together at Littleton High. Jimmy Dumb sits next to Sarah Genius. All sit together: the unwashed, the sophisticated, the prospective engineer, the prospective pickpocket.

Littleton High School may have been among the first to try the new, but it has not been the first to lay the old aside. So this motley crew of students sit at the same table. All partake of the main course, the tough, hard bread of English and history. Even Jimmy Dumb, who has not grown his teeth, tries to eat it. Louise, at the head of the table, is partaking of caviar (Latin). For side dishes, Jimmy may dip into pork and beans (work experience), cabbage (shop), or turnips (vocational agriculture).

The trouble is that Jimmy can't eat the

bread. Does the teacher say that Jimmy will have to sit there and miss football practice unless he swallows the bread? No, he slices off Jimmy's crusts (grammatical terms, history dates, etc.) and cuts his bread in little pieces so he can swallow a few bites. But this is a bad situation. Jimmy is embarrassed. And Louise is bored—she wants the teacher to talk to her while she consumes her caviar.

So while everything looks wonderful at Littleton High, there is a rotten place in the foundation. Jimmy Dumb isn't getting enough nourishment. The question is: What should be done to remedy this defect in the structure of Littleton High School?

The uninformed layman suggests that the hundreds of Jimmy Dumbs should not be invited to the party. But where is Jimmy to go? Littleton has no trade schools and few industries; there is little farm work in the winter. Will Jimmy be better off at poolrooms, soda fountains, and saloons? Or shall he continue to play football for Littleton High?

Some schools put Jimmy at a small table in a small dining room and feed him exclusively upon milk toast (elementary grammar, etc.). But here Jimmy is definitely unhappy. Furthermore, Littleton High has not enough tables, rooms, and hosts to adopt this plan extensively. Then, perhaps, in a democracy, Louise and Jimmy should associate. Jimmy might learn table manners from Louise. Louise might grow in soul by cutting up Jimmy's bread for him.

Are we moving toward the following strange solution of the problem? Must we abandon all efforts to teach Jimmy Dumb to read and write? Let him remain inarticulate and practically illiterate? Let him learn shop without having to spell the names of tools? Let him raise pigs without learning the names of breeds? Issue him a small red diploma for work?

This plan does not seem desirable. Someday, Jimmy may have to vote. Aren't there a few elementary facts and principles he

#### EDITOR'S NOTE

*"I have described the case of an imaginary high school," writes Mrs. Hoke, "in order to present what I consider the main problem of all small high schools." She teaches in Romney, W. Va., High School.*

must learn? Should Jimmy be given a diploma, believing that "the president is elected in March, the sun rises in the west,  $\frac{2}{3}$  of 6 is 16" and saying "Me and Dad seen a deer"? Shall we abandon our efforts to pass on to Jimmy Dumb the "heritage of the race," noble lines, as Patrick Henry's speech, the death scene of Sydney Carton,

Hamlet's soliloquy? Or shall we continue casting these pearls into the trough?

Perhaps a seer or an educator will write an answer to this article, foretelling the evolution of Littleton High School, where at present, the year 1951, everybody is happy—but poor Jimmy Dumb is starving to death.



## 10 "Infallible Rules" for Improving Reading

I'd like to mention ten infallible rules for improving reading:

1. Encourage students and parents to have books in their homes. Encourage students to buy or acquire books of their own. If you get the opportunity to do so, tell P.T.A. members to give books for birthdays and Christmas. Let's fool the experts with their pathological complex about "reading readiness." Children can start being ready at two.

2. Stimulate or create an interest to which reading can contribute, making reading a means rather than an end. No book is dull or useless if a person likes or wants it, but we don't all have to like the same book.

3. Don't depend on mechanics or optical instruments to solve your reading problems. Dr. Johnson and Lafcadio Hearn were partially blind, and both were great readers; Helen Keller has read a library of books. Create desire.

4. Don't regard books as the sole medium of reading. Newspapers, cooking recipes, and knitting directions are reading too.

5. Make reading a pleasure. Reading skill is slowed down by tedium.

6. Show that reading is, on the other hand, indispensable.

7. Don't rate reading as too significant.

8. Remember that it's the business of *all* teachers in all subjects to teach reading, but don't expect many of them to do so, and you won't be disappointed.

9. As you walk through the corridors, occasionally carry a copy of a current best seller, just to show that you think we may still be creating classics today.

10. In general, keep in mind an axiom that covers everything: Your enthusiasm for books can be infectious.—MAX J. HERZBERG in *The English Journal*.

## Speech Neglected in Teacher Training

The Speech Committee of the National Council recently surveyed the two hundred fifty teacher-training institutions on the accredited list of the American Association of Colleges for Teacher Education to determine the availability of classes in methods of teaching speech in high school. . . .

First, 58 of the 181 schools which responded—roughly 30 per cent—freely say that they offer no speech methods course. This would suggest that many colleges, despite all the evidence to the contrary, feel that the English teacher need feel no responsibility for fostering the growth and development of his pupils in speech skills.

Second, of the 124 schools which claim to offer methods of teaching speech, only 54—again about 30 per cent of the total number of responding schools—really call their courses "speech methods." The remaining 70 list everything from "speech correction" to "drama" as answers to the question of

the title of their course in methods of teaching speech. How study of speech correction and drama prepare the English teacher to discharge his obligations to his pupils in anything except a very limited way is, at least, a question to be puzzled over. . . .

That there is an increasing awareness of the need for training in speech methods for the English teacher is shown by the more than a few replies which offered apologies for providing no such training and the almost universally favorable attitude toward such training.

Perhaps the general conclusion of the survey important for the college level is that if more than lip service to the principles of the language arts is to be given, high-school English teachers must be trained in the methods of teaching speech. The colleges must, it would seem, recognize and provide for this need very soon.—LAUREN L. BRINK in *The English Journal*.

# Vocational Guidance:

## *9th-Grade Preparation at Grosse Pointe*

By G. A. CUSTER HOMEIER

FOR SOME YEARS the Grosse Pointe junior high schools have devoted one semester to vocational guidance on the ninth-grade level.

One advantage of beginning vocational guidance on this grade level is that the student is enabled to make better choices of courses on the tenth, eleventh, and twelfth-grade levels. It is too late, sometimes, for a student to decide in the twelfth grade that he wishes to enter medicine or engineering. He finds that he is sadly lacking in many of the basic courses necessary for these fields. Even though vocational choices of students change as they proceed through senior high school, a certain value accrues from a previous vocational choice. The student has had a goal toward which to point, and many of the subjects he takes become meaningful as their relationship to a career becomes clear.

Teacher contacts with former students over a period of years indicate that a high percentage of the vocational choices made in the ninth grade still hold true when those students are in college or out in the work-a-day world. In addition, teachers have frequently found that when changes have been made in vocational choices, the changes have been made to another vocation in the same group classification.

It is the belief of the vocational-guidance teachers, however, that another and probably the greatest value that results from adequate vocational guidance on the ninth-grade level is that the student develops a sound criterion for judging future occupations and the ability to analyze his personal qualities and abilities.

The first approach to the area of voca-

tional guidance during the semester is made in the field of economics. All ninth-grade students need an elementary conception of the economic aspects of the world. Accordingly, through the use of appropriate units, three in number, the students develop an understanding of the reasons why people work, how certain basic occupations first developed, and how further specialization of work evolved.

In carrying out certain required and suggested activities in these three units, the students arrive at a clearer understanding of the Industrial Revolution and its many effects on the world of today. An effort is made to have the students realize the many ramifications of mass production and capitalism.

The last element in this background for students is an understanding of the corporation form of business enterprise and the position of labor in relation to the capitalistic system. As the student proceeds in these units he finds it necessary to have a working knowledge of unionism as it may relate to him later as a consumer, an employer, or as an employee.

The students spend approximately seven weeks of the semester in developing concepts of a background nature for the study of occupations. The remainder of the semester is spent in dealing directly with occupational problems.

The first aspect of the second part of the program of vocational guidance is a survey of the occupational field. The students through a guided program of reading come to a realization that there is no royal road to choosing an occupation, and that no one is destined for one certain occupation. The

students find that the more than 20,000 occupations can, because of certain similarities, be grouped in classifications, and that a person can be attracted by interest and abilities to one or more occupations within a group.

After the students have made a thorough survey of occupations through reading, their knowledge is enlarged by at least one field trip to such corporation plants as the Ford Motor Company. Numerous occupational movies and film strips are also shown.

As a second step the students fill out a Vocational Background Record. This simple record gives clues to hero worship of the father or other family members, and is thus an indicator of the student's future vocational choices. This record also makes possible a thorough check on the validity of pupils' vocational profiles on the Kuder Preference Test.

The third step is a study by the teacher of the results of past standardized tests, given in the school system, on intelligence, reading, and mathematical ability. At the same time that the vocational-guidance teacher assembles this information from the permanent records, he records student marks received in all subjects in the seventh and eighth grades.

The fourth step is to have each student make a self-inventory of his or her character and personality traits. Provision is made on this self-inventory chart for parent and teacher ratings. Such character and personality traits as courtesy, self-control, self-direction, dependability, and intelligent followship are listed on this chart.

Following the completion of the Character and Personality Self-Rating Chart, the students spend approximately one week in working out the Kuder Preference Test. This will entail at least one period of study of the words used in the Kuder Test. On the ninth-grade level we encounter reading abilities ranging from fourth-grade to eleventh-grade attainment. Pupils with low reading ability frequently do not show

marked preferences in their Vocational Profiles.

The taking of the test usually requires two periods and the completion and explanation of the Vocational Profile two periods.

After they have completed the Kuder Test the students are asked to choose one occupation for a detailed study and the writing of a Career Book. This is the point at which an individual conference is held between the teacher and the student. The teacher gives his consent or disapproval of the student's occupational choice after a thorough study of the student's background as revealed by the evaluation instruments at his disposal. The writing of the Career Book requires about five weeks for completion.

The students are instructed to write their Career Books by using the following form, if possible:

#### THE DEVELOPMENT OF THIS VOCATION

The origin; early leaders in the field; present-day leaders; important stages in the development of this field of work; statistics on its growth; its importance to everyday life; its probable future.

#### THE NATURE OF THIS VOCATION

General description of actual work; an average day's work in typical surroundings; standards of conduct required; advantages; disadvantages; divisions of the vocation; allied fields of work; workers' organizations, such as national, state, and local associations, unions, societies; earnings—hourly,

#### EDITOR'S NOTE

*Vocational guidance is a one-semester, ninth-grade social-studies course in the junior high schools of Grosse Pointe, Mich., intended to give students exploratory opportunities in their vocational choices, and to prepare them to make more accurate selections of courses in their forthcoming senior-high-school years. Mr. Homeier, who tells "how the course is taught, is head of the social-studies departments of Brownell and Pierce Junior High Schools in Grosse Pointe.*

weekly, monthly, yearly; promotions and other rewards.

#### QUALIFICATIONS FOR THIS VOCATION

Personal qualities; mental and physical abilities; education or training needed; schools or places for education or training; cost and time required.

#### PLANNING MY FUTURE

Analysis of my personality and abilities; reasons for writing about this career; plans for preparing for this career, such as personality and scholastic improvement; necessary subjects to be included in the senior-high-school plan of work; after-high-school plans; financial problems; probable chances for success.

Before the Career Book is completed, all students are encouraged to have a personal interview with some man or woman engaged in the vocation which they are selecting for special study.

To aid students in gaining interviews, the vocational teachers and the dean of

boys have developed a cumulative file of parents who have signified their willingness to grant interviews to ninth-grade students. This file is constantly being enlarged by the fathers and mothers of successive groups of 9B boys and girls who take this course.

The writing of the Career Book is the culminating point in this work. If intelligently done, it provides the student with a sound criterion for making future occupational choices. The student may possibly come to the conclusion after writing a Career Book that the career does not lie within the scope of his abilities and his true interests. We believe that much discouragement and wasted time in the senior high school and later life can be avoided if a conscientious effort is made in the ninth grade to work out occupational choices.



## Joe "Attends Class" via School-to-House Wire

Joe heard our voices today for the first time. He must have felt excited, and surely he must have been thrilled—thrilled at the thought of being a "real student" taking part in classroom discussions and working the problems with the students.

A 15-year-old Dunellen, N.J., boy, handicapped since birth with cerebral palsy, is "attending" classes for the first time in his life.

As the first step in this direction, an Executone School-to-House system has been provided. This unit was installed by the New Jersey Bell Telephone Company through the company office in New Brunswick. It is a two-way private-line loud speaker consisting of a school amplifier, home station, and classroom unit. The unit in the school provides amplification of the pupil's voice to the classroom, where a portable speaker-microphone is mounted in the front of the classroom. Since only two rooms are used in this telephone tutoring, the small portable classroom station is merely carried from one room to another.

The teacher's voice can be heard by the student at home from any part of the classroom. In order for our student to be heard back at the school, it is necessary for him to press a listen-talk switch when speaking into the speaker-microphone on his desk.

He can be called upon to recite, the same as any

other pupil in the classroom, and may ask questions or join in discussions whenever he so desires. Our handicapped student found the telephone arrangement a little strange at first but has gradually become more accustomed to it. In his excitement to respond to questions asked by his instructors, he would begin talking before pressing the button on the speaker box and, after finishing his remarks he would still be holding the button, thereby missing part of the two-way conversation. . . .

Joe carries four subjects: English II, Latin I, Algebra II, and World History. His daily schedule does not seem to have any tiring effect upon him. Talking with him, our tutoring teachers say that he not only seems more cheerful at the end of the day but looks forward to the next day in the hope of adding a new Dunellen High student to his already long list of friends, many of whom he has never seen. Talking over happenings in the school-room with his mother and the rest of the family has given new life to a boy who perforce lived in a restricted sphere of his own. . . .

The cost of this particular type of instruction, plus home visits by Joseph's three teachers, is not more than the expense of the usual home-teaching program of bedside instruction.—J. WILBUR MAY in *New Jersey Educational Review*.

# TIME'S UP!

## *School people must battle thought control*

By WILLIAM N. MCGOWAN

MANY EDUCATORS would die of acute insecurity if ever stimulated to get up off their neatly flattened thumbs. These are the ones who hate this day and dread tomorrow but refuse to do anything about either today or tomorrow. The time has come to make them move. They must move or this country will cease to be the home of the free.

Never before in the history of the United States have its people been so close to the slavery of thought control. And it's up to educators to avert the developing catastrophe. Education can keep men free.

When people are burdened with guilt by association, condemned by suspicion, and denied constitutional rights by law-makers, it's time to act. When a McCarthy can unsettle national, foreign, and domestic policy by attacking departments of government and public servants through use of innuendo, it's time to act. When a public-school teacher calls a citizen in the community a Communist because that citizen called Norman Thomas the greatest living American, it's time to act. When a school trustee has near apoplexy when visiting the nation's capitol because the *New Republic* magazine is sold along with *Life* and *Time* from a public news stand, it's time to act.

It is time to act—or perhaps it is already too late. On every hand can be seen the debilitating effects of the poison of thought control. Emotion seems to be taking the place of reason, and temper seems to be displacing study and thought.

Educators must move now to preserve personal integrity and the national heritage. The public school must be the preserver of the breath of liberty, or the voice of de-

mocracy will become as "sounding brass and a tinkling cymbal." The public school must do more than teach civics and U. S. history. It must teach the rights of personal freedom—free inquiry, free discussion, free decision. It must recognize and place real value on the dignity of the individual. It must recognize the existence of controversy and teach objective methods of resolving controversy. It must instill in its charges an abhorrence of slavishness, and a love of free thought.

The present urgent situation represents a gigantic opportunity for educators. School people everywhere must become realists in philosophy and method. Perhaps this is the one chance education has to come out of the semantic fog produced by the condensation of the wet, panting breath of effete academicians as it rolls out over the warm, dry soil of almost universal ignorance.

Here are some things that people in the public schools should be doing.

*School administrators should be:*

1. Organizing various and sundry lay groups that may assist the schools in meeting the problems of education. In this manner the groups themselves could learn good educational practices and democratic procedures. Educators have no one to blame but themselves for the mounting criticism of public-school education in general by certain civic groups. Educators, because of fear, stupidity, and general ignorance as to how to go about it, have failed to educate the tax-paying public as to what constitutes good educational practice. But via these lay groups, the democratic way, freedom of thought and action, could be disseminated to the general public.

## EDITOR'S NOTE

*With the present crisis putting more and more pressure on the nation, says Mr. McGowan, the forces that would like to impose their own brands of thought control upon us are becoming bolder and more aggressive. He believes that this is a wonderful opportunity for teachers to stand up and fight for reason against hysteria and for freedom against the encroaching gag. There are, he says, five things that administrators can do, and four things that teachers can do, about it.*

2. Taking leadership in providing public forums on topics selected for discussion by the people of the community.

3. Practicing democracy by allowing teachers to assist in the development of school policy; delegating leadership responsibility to members of the school staff.

4. Speaking out for the democratic way of life in local club organizations, in various and sundry civic groups, instead of trying ever to epitomize the mugwump, that sad figure that forms the crest on the coat of arms of too many school administrators.

5. Subscribing personally, and for the school, to all types of current periodical literature. *Time*, *Life*, and *Newsweek* are obviously not enough representation to afford an objective view of current events. Every school should subscribe to the *New Republic*, the *Manchester Guardian*, and the *Christian Science Monitor*. The Sunday edition of the *New York Times* is also a must. Freedom of thought means freedom of thought—objectivity in point of view. And such a point of view cannot be obtained by restricting one's reading to either the Hearst type of newspaper or the *Daily Worker*.

*School teachers should be:*

1. "Studying to show themselves approved unto God." Much has been learned—even within the past five years—of how individuals learn, what makes them act as

they do, how to help them grow and develop. All these things have direct bearing upon the preservation of the democratic way of life. All these things have direct bearing upon development of freedom of thought and action on the part of the individual. And yet, so few teachers are really competent in the use of these marvelous new resources of learning. Teachers must constantly study and change. It's too damnable true that many teachers make one preparation and work it for thirty years. How can freedom of thought be nurtured in a classroom atmosphere produced by such a miserable specimen of teacher?

2. Creating a classroom situation wherein freedom of inquiry and of discussion is permitted. Too many teachers are too insecure personally to permit freedom of inquiry and discussion in their classrooms. Before a person is even permitted to start teacher training, that person should be vigorously screened as to mental, emotional, physical, spiritual, personality traits. No person who does not register well above a certain minimum in qualifications for each of these areas should be permitted to enter teaching.

3. Using the problem-solving technique as basic teaching procedure. Only in this way can objectivity be taught and learned. And only if this is learned can freedom of thought be attained.

4. Loving their pupils. How many teachers teach because they can do nothing else? How many teachers actually love the children they teach? Teachers should teach because they are capable of teaching and because they want to teach. They should teach because they love children and want to help them grow and develop into competent citizens. It takes an attitude of love to understand some of the things kids do. It takes this understanding to help them become free-thinking individuals.

Hog-wash? Not a bit of it.

Too 'ethereal, not enough specifics? Not at all.

People in education don't fail as educa-

tors because they can't teach reading, writing, and arithmetic. They don't fail because they don't know specifics. They fail because they aren't smart enough or learned enough to help children grow as healthy, free-thinking, free-acting individuals. It's a matter of basic attitude.

And this matter of preservation of the American ideal—preservation of freedom of thought, the right to free expression—is also a matter of basic attitude. It is up to educators in today's system of public edu-

cation to foster, nourish, and cause to grow a wholesome attitude toward personal freedom by school children and the public in general. This is one of the most important duties of public-school education. Educators must recognize the fact, do something about it, and do it well or, truly, the present emergency will be a prelude to the death of personal liberty, and Communism will have come to dictate by remote control the policies that govern our way of life in this country.



## Creative (Sic) Leadership

By WILLIAM J. LODGE<sup>1</sup>

*Scene:* Office of the high-school principal.

*Present:* Mr. Dudd, principal, and Miss Jones, teacher (seated strategically with the glare from the window in her eyes).

*Mr. Dudd:* You know, Miss Jones, I like a person who can be big about his mistakes. Well, last year I proposed to our faculty a change to the core curriculum. There was, of course, no opposition expressed because, to coin a phrase, we are all members of the same team. But, having my finger on the faculty pulse, as it were, I detected a certain lack of enthusiasm and decided—rightly, no doubt—to drop the matter for the time being.

*Miss Jones:* Yes, Mr. Dudd.

*Mr. Dudd:* Last summer—about the middle of August I think it was—I read an article. And believe me, Miss Jones, it opened my eyes wide. Now I know that I should revise the curriculum democratically from the bottom up instead of autocratically from the top down. Therefore, I am appointing a faculty committee with you as chairman to draw up a proposal for a core curriculum. Here is the one I drew

up last year; you should find it quite useful. Of course you should feel free to make any minor changes as a result of your committee's group dynamics.

*Miss Jones:* Yes, Mr. Dudd.

*Mr. Dudd:* Before we conclude our conference, Miss Jones, the author of that article I read expressed another novel idea; he said that in the modern school the students actually live democratically. That set me to thinking—you and I might publish a joint article after we have tried out our core curriculum for a few weeks. I have the title now—"Living in the Core Curriculum." Now suppose you plan on writing a couple of thousand words on that subject and I'll revise and edit it. You know we really should contribute regularly to the literature. Well, Miss Jones, thanks for taking time out from your class to come in. I always like to exchange ideas with the members of my faculty.

*Miss Jones:* Yes, Mr. Dudd.

<sup>1</sup>Dr. Lodge is professor of education, Chico State College, Chico, Cal.

# THE EFFECT *of* Work-Experience Programs

By  
GEORGE HARLOW

THIS ARTICLE is a further attempt to bring to the attention of the interested reader an analysis of the importance of work experience programs in the schools. It is our premise that work experience affords: (1) respect for attitude as members of the group, (2) awareness of a person's limitations and preparation, (3) opportunity to determine whether a student shows leadership qualities.

This study was based upon a questionnaire devised by the writer. The questionnaire was sent to five hundred Northwestern University graduates of the classes of 1935 through 1939. The individuals were chosen at random and no even distribution of class groups was attempted. Neither was there a conscientious effort on the part of the writer to obtain equal numbers of men and women. Part of our listing came from the Placement Bureau files of the University and the rest of the mailing list came from the yearly publication of the graduates of Northwestern University.

The result was a net return of 200 inquiries. One hundred sixty alumni had had part-time work experience and 40 had had no work experience in college. Of the 160 returns, 118 were from men and 42 were from women. Though the returns were not as numerous as was hoped for, the results are enlightening enough that a few evaluative remarks can be based upon them.

There was an increase in the numbers of students who accepted part-time work from year to year. That is, in the freshman year, only 93 persons had part-time jobs. Of this number, 17 held a job for the en-

tire year, while 76 persons held a job only for the academic year.

It is easy to understand why the percentage is low during this first year. Many people are being oriented to a new situation and do not know what to expect from a university. They use the first year as a try-out period. A second reason is that many students are not sure what kind of part-time work they desire. Students are worried about the areas of specialization in which they will major and tend to forget that an avenue of work experience is open whereby ideas may come to them.

From this first year through the academic junior year, there is a steady increase in the numbers of people who accept part-time jobs. The increase is noticeable until the junior year, when 66 per cent of the returns show part-time jobs. During the senior year there is a decrease in the number who held jobs. Yet, this decrease is only 5 per cent.

The greatest number of returns (61 persons) showed that the graduate held a part-time job throughout his four years. An additional 10 returns mentioned only summer-time jobs. This is not indicative of the group as a whole, for in many cases the 61 persons just mentioned held summer jobs as well as academic-year jobs. All this shows is that very few members of the group held only a summer job; that, in most cases, if a person held a job during the academic year, he held one during the summer also.

Turning to the types of part-time work, we find a great variety. The largest number of part-time employees held jobs either as a waiter or a clerk, with clerical work a

close third. A large group was placed in a miscellaneous group because their jobs entailed only a few hours of work. Such activities as putting up screens and storm windows, being a general handyman, and acting as guides for the university and for the World's Fair (Chicago, 1933-34) were placed in this category. In this group the range is from an assistant on the university campus to a lumber jack.

To evaluate properly the value of a part-time job, let us examine a few of the statements made by alumni who answered this inquiry. One person, who works for the R. R. Donnelley Printing Company, states:

"It would be a splendid idea if there could be a relationship of employment, but it is rather difficult to swing. My own case, I think, is a good example. For every part-time writing job there were hundreds of opportunities for menial labor. Now, perhaps, the situation has changed somewhat, but I doubt it.

"A chemist will clerk in a soda fountain, a teacher will mind babies, and a writer do labor or some other unrelated work. All in all, I'm not sure it matters much. Diverse experience, even if unpleasant and only temporary, is not bad for anyone. In fact, it may be good, if only because it reveals how others must earn a living—something all of us should know and appreciate."

Another alumnus states:

"I feel that part-time work is a good thing for all men students. It is broadening, educational, and worth far more than the dollars it brings in. It is part of that big word 'experience,' which all businessmen emphasize so heavily in the search for employees."

An assistant to the President of the Stevens Candy Kitchen, Inc., made this statement:

"I strongly believe part-time work is beneficial in adjusting from student to businessman. Goodyear Tire and Rubber Company felt in 1936 that the man working in college had a two-year advantage over his fellow students."

A professor stated:

"I believe part-time work is a great character strengthener and I shall require my son to hold at least a meal-ticket job when he goes to college. The most interesting and useful college friends I

had were workers with me. I wish it were possible for all students to do some useful part-time work."

Two representative statements reflecting the feelings of at least 20 per cent of the people who had not had college work experience follow. Both statements are from women. The first one stated:

"It was never a financial necessity for me to find any part-time employment, but looking back on my college years, I wish that I had. After graduating in 1937, at my father's request I did not apply for a position through the school. As a result, I was at loose ends at home for a time. Although I applied numerous places for work to occupy my time, there was nothing for me. Although I have been fortunate enough never to have been forced to earn my living, I feel that some work experience in the business world would have been of benefit to me."

The second woman stated:

"I had no part-time job; however, now I wish I had taken a job, at least during the summer. The experience would have been of great value and would have given real practical knowledge."

Both of these women are now married and have families, yet they still feel that part-time work would have been valuable experience.

There is another statement which throws some light on the advantages of part-time work. It is from a college administrator and he writes:

"Advantages for each student to work part-time, say twenty hours per week, forces the student to reexamine critically what colleges have to offer. He gains more in terms of intellectual development and his criticisms may raise the level of college teaching."

#### EDITOR'S NOTE

*Dr. Harlow reports the results of a study of the value of work experience for college students, which should be of interest to readers who are concerned with work-experience programs in high schools, and readers who counsel students who plan to go to college. He is assistant professor of psychology at Carleton College, Northfield, Minn.*

To say that all returns were in favor of work-experience programs at the college level would be a mistake. Some of the alumni thought very little of part-time work experience. They said that it interfered with their studies. However, even such people waste several hours a day just preparing to study. It is my opinion that a change from an academic situation for a few hours, instead of heavy concentration all the time on academic studies, would be helpful. Even those students who must spend a great deal of time studying take some time off. To work one day a week is better than loafing around the dormitory or home all day.

Most of the people who answered the questionnaire were not seriously affected by lower grades or by forced absence from college activities. Many of them were impressed by how part-time work developed them personally. Work experience gives one a mature attitude and social consciousness of problems that go on about him. This growth is a by-product of paid work experience, of being permitted to assume responsibility, and of being recognized and appreciated for what one can offer.

A few of the alumni who had worked part-time had had ideas of their own which they presented to their employers with the request that they be allowed to try out their ideas. If the ideas worked, the employer and employee both received benefit—the employer by increased sales, the employee by gaining confidence in himself.

The problem is a delicate one. Many parents send their children to colleges and universities to get an education, not to have the university send their children to work and still collect large fees from the parents. Our first problem is to decide whether work experience will benefit all people. From this study it can be seen that the group investigated was interested in work-experience programs. One alumnus is even hoping to send his son to college with the idea that he will have to obtain some work experience. We believe that those who

read this article will agree that work-experience programs are valuable and necessary.

American parents have tossed the education and training of their children in the laps of the educators. It is time that educators stop shirking that responsibility and instead begin to assume some of it. The school has the facilities to adopt a work-experience program requiring all students to obtain some form of outside work activity.

Students who are graduated from colleges and universities without work experience are still immature, for they must be trained in the ways of work later. Late papers are accepted in a university class. No late work will be accepted in an office or a factory. The person who turns in late work will soon find himself out of a job.

Teacher-training institutes have seen the necessity of training their prospective teachers through teaching in a classroom. This helps the student to develop poise, initiative, interest, and all the other little things that go to make up a stable individual. He finds out whether the work will be satisfying to himself. The same is true of engineering schools, which today foster the idea of work experience before obtaining a degree.

Work experience will help to develop a pleasing personality, which is more important than a good scholastic record. Dr. Endicott, director of placement at Northwestern University, found in a survey he recently made that employers are looking for good personality more than they are looking for a good scholastic record.

What, then, are the values which are associated with a work-experience program?

1. Pupils become "work conscious" and see a relationship between the work and education.
2. There is less exploitation of employees by employers.
3. Part-time work may lead to a full-time job with the same company.
4. The urge of the student to perform a

service for himself and his community is satisfied.

5. The student obtains desired work activities from his education.

In training individuals to accept respon-

sibility it is important to develop them as socially accepted persons who have had a variety of interesting experiences. Dreaming cannot help to develop the person; effort and training can.



## Visual Teaching Without Expensive Equipment

We in education are prone to think that we can do nothing about audio-visual aids, unless we have expensive equipment. The greater danger in this is that we often feel that the equipment makes a "good job" inevitable. This dedication to the "eye-wash" of education needs careful examination by all of us. . . .

The teacher who sits at his desk to explain the behavior of a freely falling body will employ a great deal of verbalism. Yet the probabilities of establishing the concept are rather slim. On the other hand, the one who sketches and draws pictures on the board while he explains will arouse interest and thus set the stage for learning. He will also help the pupils "see" what he is talking about. There is no darkened room, projector, or film; but who could deny that there is effective use of visual aids.

Visual symbols such as drawings, sketches, cartoons, posters, diagrams, flat maps, charts, and graphs are visual aids which all of us can use without a special appropriation in the budget. And they will contribute greatly to the improvement of instruction. . . .

The teacher who develops the student's skill in the use and interpretation of these visual symbols is using visual aids in a very real sense—without the "eye-wash." Furthermore, if he sketches and draws on the board while an explanation is made; or if he brings in a cartoon, poster, diagram, or chart to make the point, he is stimulating conceptual thinking by the students.

The successful use of this type of visual material hinges very largely upon certain abilities of the teacher.

1. He must be able to visualize ideas and concepts before he can make a drawing or sketch to represent the idea or concept.
2. He must have certain fundamental skills in drawing.
3. He must be a collector—of sketches, cartoons, posters, flat maps, charts, graphs, etc.
4. He must keep a systematic filing system so he can find what he wants when he needs it.

5. He must know how to teach skills in reading graphs, maps, etc.

The first two abilities can be improved by practice and careful examination of sketches or drawings which others make. It should be understood that the objective is not to make a "pretty picture" but rather a meaningful one. (Kindergarten pupils have the idea; watch what they draw!)

The next two abilities are the result of alertness and good administration, by the teacher, of his own affairs. Once the item is collected, it must be filed and a notation made. This can be done in the desk copy of the textbook, the course of study, the study outline, or whatever is convenient as a reminder that it is available and applicable to a given topic. Teaching graph and map reading skills is often neglected because it is assumed that children have the know-how after grade four. Good teachers "discover" what their charges know and don't assume anything. . . .

The bulletin board can be the most vital teaching focus in the classroom as well as a builder of attitudes and appreciations. It will stimulate interest in collecting charts, graphs, cartoons, etc., from periodicals and newspapers and give experience in organization to those responsible for its arrangement. A well-arranged portable bulletin board set up in the corridor or meeting room on P.T.A. day will go far in interpreting the schools to parents.

Visual symbols such as drawings, sketches, charts, graphs, and flat maps should not be overlooked by us as a part of the audio-visual program. Unlike films, they can be made available as a part of the instructional materials in each classroom to be used exactly when needed. Teachers and pupils alike can readily produce many types of these aids and have learning experiences together.

Let's use what we have available in A-V aids and teach as well as we know how, right now. While we work at getting more of the fine audio-visual equipment now on the market, we will not be deluded into believing that nothing can be done about an audio-visual program.—R. T. GRAU in *Midland Schools*.

# 2" x 2" SLIDES:

## Teacher & Students Can Make Them

By HAROLD HAINFELD

IT IS MORE of an interesting project than a difficult task for the teacher and his students to make 2" x 2" slides for use in a projector to illustrate certain topics or units in various kinds of courses.

For example, the following is an account of the methods used by the author and some of his students to prepare slides for an astronomy unit in general science.

Presenting concepts about the constellations and the solar system can be difficult during the daylight hours of school. Evening field trips are usually impractical. However, a solution of the problem is for the teacher and his pupils to prepare a classroom series of 2" x 2" slides of various constellations and star formations. All the equipment needed is a 35 mm or Bantam camera, a tripod, one or two floodlights and a piece of etched glass or waxed paper.

Drawings of the various stars are made with black India ink on white oak tag or drawing paper. Generally the miniature camera can be focused from 2½ or 3 feet to infinity. The drawings can be made on 8½" x 11" paper if the camera can be focused at 2½ feet, or 11" x 14" paper at 3 feet. No special lens or close-up attachment is necessary.

The procedure for taking pictures of the star constellation drawings is as follows:

1. The camera is mounted on the tripod and placed at the shortest distance where it will be in focus.
2. Set the camera for time exposure and press the shutter button. This will open the lens. Turn on the floodlights that are on the side of the camera and shining on the star drawings.
3. Open the rear of the camera and hold a piece of etched glass or waxed paper there. This will enable you to see the area to be photographed.
4. Place the drawings in this area on the wall or

box. This will permit you to center the drawing and check on the focus.

5. Lock the tripod in place. Make sure that it does not move.

6. Trip the shutter to close the lens. Load the film into the camera.

All that is then necessary is to photograph your series of constellation drawings. It may be advisable to take a series of shots at different exposures and at different shutter speeds. Our experience has been that using Super-XX film with an exposure of f.8 at 1/100 second or f.11 at 1/50 second gives the best results.

When the film is developed, the negative will be the opposite of the drawings. The white oak tag or drawing paper will be black, like the night sky; the black India ink drawings of the constellations will be white, similar to the star formations that are being studied. This negative film can be cut and bound in 2" x 2" readymounts as slides or left in a filmstrip. When projected on a screen in a darkened classroom or in the school audio-visual room, a most realistic impression is gained.

A complete series of slides can be made to include various constellations, diagrams of the sun and the planets in the solar system, meteors, comets and nebulae. Care must be taken that the reproduction is just

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### EDITOR'S NOTE

*You can have your own homemade "audio-visual library" if you work with your students to make sets of 2" x 2" slides to fit your course. Mr. Hainfeld tells about the tools you need, and how to use them. He teaches in Roosevelt School, Union City, N. J.*

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the opposite of the sky body, of course.

Pupils will enjoy making drawings of the constellations and mounting and binding them as 2" x 2" slides. They will take

added interest in the astronomy unit as their drawings appear on the screen as an interesting addition to a visualized science education program.



## Better Working Conditions: Supts. Report Methods

One of the duties of the school superintendent is to provide good working conditions for teachers and pupils. In a recent study of the work of the school superintendent in eighteen school systems it was found that superintendents were aware of this duty. They reported many interesting and successful techniques in this phase of their work. . . .

1. Whenever a committee of teachers meet in a superintendent's office after a teaching day, he serves them refreshments. Doing this tends to create an informal atmosphere and gives teachers a much needed lift.

2. A superintendent insists that all rest rooms provided for teachers in school buildings be kept freshly painted, attractively decorated, and furnished with comfortable furniture.

3. The superintendent assumes that the principals in the system are key people in the educational program of the community. He thinks of the principal as an assistant superintendent, sharing with the superintendent responsibility for a total program of education. He assumes that when problems develop in their buildings principals will act as he would. He expects principals to settle their own problems, using sound educational practices. They have the assurance that the superintendent will back them up.

4. Teachers are encouraged to make suggestions as to how the administrative staff may help them more in their work. Many valuable suggestions have been received.

5. The superintendent is invited to and attends many of the meetings of the local teachers' association. At these meetings he usually maintains a discreet silence.

6. In one system, the superintendent and teachers call each other by first names. The superintendent believes that thereby friendlier relations are established and yet the custom is not allowed to cause undue familiarity. He finds that when problems arise, solutions are usually easier if the people involved can call one another by their first names.

7. One of the superintendents states that he never asks for loyalty in teachers' meetings. His philosophy is that you do not get loyalty by asking for it or demanding it; you create it.

8. A superintendent meets with the welfare committee of the local teachers' association many times

during the school year. He answers questions, furnishes information regarding the system, and co-operates with the committee.

9. During the school year a superintendent has his principals make three narrative reports about each teacher under the principal's supervision. If these reports are negative or indicate that the teacher isn't doing a good job, the superintendent and the principal have a joint conference with the teacher to discuss ways in which he can improve.

10. A superintendent has organized an educational council, which serves in an advisory capacity to him. It is composed of classroom teachers only. All the schools in the system are represented.

11. Another superintendent has organized a principals' cabinet composed of all principals in the system. This cabinet meets regularly to participate in formulation of policies, to discuss school problems, to make recommendations to the superintendent, and to study current issues in education. This cabinet often meets during school hours.

12. When a prospective teacher or principal is invited to come to a system for an interview regarding a position, all of his expenses are paid.

13. A superintendent keeps an up-to-date list of desirable living quarters for teachers. A member of the office staff takes new teachers to inspect living quarters in which they are interested.

14. Before a vacancy for a principalship or supervisory position is filled, the superintendent always considers people in the system for the position. If some one in the system is qualified he promotes him. He states that promoting people within the system is a splendid builder of morale.

15. In order to keep principals and teachers completely informed of the policies and actions of the board of education, copies of the minutes of each meeting are sent to the principals, who in turn inform teachers of the proceedings in any way pertaining to them and their welfare. Information regarding personalities is always deleted.

16. The superintendent does not have difficulty in securing board support of a recommendation if he has the complete support of the teaching staff. He, therefore, not only discusses policies with staff members but gives them an opportunity to help form recommendations for the board.—RAYBURN FINDER in *Alabama School Journal*.

## Events & Opinion

Edited by THE STAFF

**ADULT TV:** The first network series of television programs for adult education is made possible by the Alfred P. Sloan Foundation, which appropriated \$87,000 to produce the series, says the *New York Post*. The half-hour weekly programs will begin in June, over the National Broadcasting Co. stations. The series will cover general topics in economics, social and natural sciences. The programs will be presented on Sunday afternoons for 26 weeks.

**UN TEACHER SERVICE:** The United Nations Education Service is a new project of the National Education Association which promises to end the shortage of good teaching materials about the UN. The Service will provide the following assistance to member school systems:

1. A bi-weekly newsletter, *UNIT* (United Nations Information for Teachers) will provide information on the UN and other international relations matters. Features include suggestions to teachers; news of audio-visual materials, books, pamphlets, school activities, conferences, coming events; and special articles. Examples of successful classroom practices and materials will be circulated to members.

2. The Service will select and distribute kits, pamphlets, audio-visual materials, and other publications of national and international organizations suitable for teachers and students. Specially prepared teaching units, studies of international problems, handbooks for events such as UN day, etc., will be provided. The service also will give teachers of member systems individual advice and assistance on their UN teaching problems.

3. The Service will maintain the first representative of the teaching profession at the UN. His services will be available to visiting subscribers.

Subscriptions to the Service, payable in advance, are based upon average daily attendance in your school or school system. Top rate, \$50, is for school systems with more than 25,000 students, and includes no subscriptions to *UNIT*. Lowest rate is \$20, for schools or systems with fewer than 2,000 students, for which you get 3 *UNIT* subscriptions. For further information, write to United Nations Education Service, 1201 Sixteenth St., NW, Washington 6, D.C.

**NEA TRAVELS:** Twelve different guided tours of various regions of the U.S. and foreign countries in the summer of 1951 are offered by the National Education Association to its members. (If

you aren't a member and like guided tours you can go if you pay \$5 for membership.)

There are four tours to regions of the U.S., designated as: Atlantic Seaboard, Pacific Northwest-California, Rockies-California-Southwest, and Western National Parks. Three tours go North of us: Alaska, Canadian Rockies-Pacific Northwest, and French Canada. The five other tours are: Hawaii, Central America, Cuba, Europe, and Mexico.

Various sections of these tours leave from various points in the U.S. in June, July, and August. Prices range from "about \$950" for 8 weeks in Europe to \$422 for 3 weeks in Mexico. The NEA says the tours are especially planned for teachers who "wish to see beyond the 'sights'" and have a "rewarding adventure." Mind you, we are just quoting from the prospectus.

If you are interested, you should write for the attractive brochure, *NEA Tours 1951*, which is replete with itinerary maps and all details. Address the Division of Travel Service, National Education Association, 1201 Sixteenth St. NW, Washington 6, D.C.

**FEDERAL AID:** An effort to get the stalled Federal aid-to-education program moving again was made recently in Washington, D.C., by the American Federation of Teachers (AFL), which sponsored a one-day meeting on the problem, to which more than 70 organizations sent representatives. This included such groups, says the *New York Times*, as the National Association of Manufacturers, the U. S. Chamber of Commerce, Daughters of the American Revolution, veterans' organizations, and Roman Catholic and Protestant delegates.

Purpose of the meeting was to provide a "sound-ing board" through which various organizations could express their views, and learn where they agree and disagree with other groups. Chief stumbling block to passage of a Federal aid bill in the previous Congress had been the question of benefits to children in Roman Catholic parochial schools.

Following are some of the viewpoints expressed:

**U. S. Chamber of Commerce:** John R. Miles, representing this group, said that outside of the teaching profession, no segment of society is convinced of the need for Federal aid. And "the states do have the potential tax sources and the leadership to give their youth the education their people want."

**Labor:** Matthew Woll, AFL vice-president, said that Federal aid should have first priority. He described the extremes in expenditures for education in the rich and poor states as proof that the program is needed.

Speakers on the question, "Does the granting of Federal aid in the denominational schools violate the principle of separation of church and state?" also disagreed widely.

**Catholic:** Edward J. Heffernan said that Federal aid to denominational schools would not violate the principle of separation. He maintained that if the principle were applied to its fullest extent, no Christmas carols could be sung in public schools, nor could the Christian Sabbath be a legal holiday.

**Protestant:** Dr. Joseph Dawson answered that the granting of such aid would violate the principle: "To breach the constitutional wall of separation between church and state would inevitably result in an onrushing flood of applications for public funds for sectarian aids, with increasing grave effects."

We can't remember just how long ago this \$300,000,000 Federal aid program was proposed. Certainly it was so long ago that the value of a dollar has shrunk greatly since that time. But this sum that is the bone of contention remains the same. If the stalemate continues for another period of years, inflation may solve the problem—\$300,000,000 may not be worth fighting over.

**ATHEISM:** Charges that a curriculum bulletin of the New York City Board of Education advances theories that are "atheistic, false, and extremely offensive" to the Catholic Church have been made by 6 officials of the School of Education of Fordham University, according to stories in the *New York Post* and the *New York Teacher News* from which the following facts are taken.

The bulletin's authors were accused of misrepresenting "scholastic philosophy," which one of the Fordham educators defined as "a system of principles subscribed to by the Roman Catholic Church." Dr. William H. Bristow, who supervised preparation of the bulletin, says that it used the term as defined by the *Encyclopaedia Britannica* and other standard reference works: "the tradition of ancient logic, reason subject to authority, and predetermined conclusions."

The Public Education Association issued a refutation of the charges of the Fordham officials, in defending the bulletin. The *Brooklyn Tablet*, a Catholic publication, attacked the bulletin as a "sinister mystery plot" and questioned whether those responsible for it should be allowed to stay in the school system. The *Tablet* also condemned the bulletin for citing in its bibliography "many

authors who have been notorious for their 'liberal,' pro-Communist, pro-soviet, or 'progressive' views. Among them are Harold O. Rugg, John Dewey, Theodore Brameld, Franz Boas, J. J. DeBoer, and Ernest O. Melby."

Dr. William Jansen, superintendent of schools of the city, ordered an investigation of the charges against the bulletin, the title of which is *Source Materials in Curriculum Development*.

**BASKETBALL & SPIRITUAL VALUES:** At a time of shocking scandals in collegiate sports and reports of corruption in high public offices, including city school systems, says Fred M. Hechinger in the *New York Herald Tribune*, the new 100-page booklet of the Educational Policies Commission of the National Education Association, *Moral and Spiritual Values in the Public Schools*, is timely indeed. The booklet deals with a wide range of spiritual and moral values, and methods of teaching them in the schools. In fact, the report recommends specifically that the actual conduct of the sports programs of some schools should be investigated critically. (The booklet was prepared before the recent basketball scandals began popping one after another like firecrackers.)

But the report also points out that: "In a community where civic officials exploit public office and misuse public funds, where the provision of justice is adapted to partisan political interests, where the police are venal and the courts corrupt, where parents and other citizens practice or condone dishonesty, no amount of effort, either by school or non-school agencies, is likely to make a sufficiently deep impression."

And there is our dilemma. Often we shall be working hard to remove the leopard spots from the cub. And we shall be scolded roundly when we fail. But we cannot do less than try our best.

**BUS SAFETY:** Hereafter, all school buses in New York State must carry "School Bus" signs in lettering 8 inches high rather than 4 inches, says an Associated Press dispatch.

**SKUNKED:** The last we heard, a family of skunks which had appropriated Melrose School, near Michigan, N.D., was still in possession. Board members, trying to get the skunks out and the pupils back in, resorted to chemical warfare, says the *United Press*. The attackers tried tear gas, formaldehyde, and carbon monoxide. But the skunks held steadfast. Perhaps organisms are still tougher than modern science is ingenious at devising ways of annihilating them. If this is any comfort, you're welcome to it.

## ➤ Book Reviews ➤

PAUL S. ROSS and EARL R. GABLER, *Review Editors*

*Family Meals and Hospitality*, by DORA S. LEWIS, GLADYS CITEK PECKHAM, and HELEN STONE HOVEY. New York: The Macmillan Company, 1951. 469 pages. \$3.40.

*Family Meals and Hospitality*, like its companion volume *Family Living*, is a book that both the high-school student and the teacher will enjoy. We all must eat and some of us must learn to cook and serve the food. Fortunate is the young person, boy or girl, who can be introduced to the tasks in the practical yet out-of-the-ordinary way presented here. Unlike most cook books, emphasis is on values important to satisfactory personal and family living, with meal planning and hospitality responsibilities to be enjoyed, and presented here as opportunities for contributing their large share to gracious living.

One finds a wealth of material organized in an interesting and orderly fashion in nine units,

which can be studied in the order preferred. The authors begin with a short, easily-understood statement on nutrition, then continue with units on luncheon, management and service, breakfast, dinner, entertaining and special meals, foods for future use, recipes, and an appendix which includes a variety of helpful tables, references, and selected sources for film strips.

Under each unit the preparation and serving of appropriate foods are covered on the basis of meal planning and with clear-cut and simple directions. A few recipes are given, and these are helpfully outlined as follows: characteristics of the cooked food, list of needed utensils, list of ingredients, steps in preparation. Each unit has a section including a well-stated summary and suggested activities for class and individual.

The unit on Entertaining and Special Needs is quite unusual in its content and suggestions, and will have special appeal to those who wish help in

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New York: Gregg Publishing Co., Business Education Div., McGraw-Hill Book Co., Inc., 1951. 598 pages, \$3.20.

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*Understanding Group Behavior of Boys and Girls*, by RUTH CUNNINGHAM. New York: Bureau of Publications, Teachers College, Columbia University, 1951. 462 pages, \$3.25.

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## Books Received

### ENGLISH

*Across the Shining Mountains* (With the Trailblazers of the Northwest), by CLARA TUTT. (Historical tales for junior readers) New York: Exposition Press, 1951. 135 pages, \$2.

*The Adventures of Sherlock Holmes*, by SIR ARTHUR CONAN DOYLE, Adapted by OLIVE ECKERSON and edited by WALLACE R. MURRAY. New York: Globe Book Co., 1950. 225 pages, \$1.76.

*Daily Drills for Better English*—New Edition, by EDWARD HARLAN WEBSTER and KENNETH STRATTON. Yonkers, N. Y.: World Book Company, 1950. 454 pages, \$1.84.

"English Is Our Language"—Books for Grades 7 and 8. Boston: D. C. Heath and Co., 1950. Grade 7, by EDNA L. STERLING, MABEL F. RICE, and ETHEL A. LEAF-GREEN, 370 pages, \$1.88; Grade 8, by EDNA L. STERLING, MABEL F. RICE, and KATHERINE V. BISHOP, 369 pages, \$1.96. "Guide for Teaching" to accompany each book, 60 cents each; "My Studybook" to accompany each book, 50 cents each.

"English Language Series," by EDNA L. STERLING, HELEN F. OLSON, and HAROLD HUSEBY. New York: Henry Holt and Company, 1950. Senior Book 1, 138 pages, \$2.16; Senior Book 2, 157 pages, \$2.24; Senior Book 3, 162 pages, \$2.28; Senior Book 4, 159 pages, \$2.28.

*Everyday Speech*—How to Say What You Mean, by BESS SONDEL. New York: Perma-books, 1950. 189 pages, 35 cents.

*The Good Earth*, by PEARL S. BUCK—School Edition by JAY E. GREENE. New York: Globe Book Company. 325 pages, \$1.92.

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in which the course can be incorporated as an integral part of a functional program. To the one in doubt as to the place of sex education in the school, herein are presented aids to his thinking and considerations."—From review in *Bulletin of the National Ass'n of Secondary School Principals*.

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## BULLETIN BOARD NEWS

# The April Clearing House Is Here

*The following excerpts are clues to good professional reading in THE CLEARING HOUSE for April.*

The teacher who launches his class at the beginning of the year by listing the benefits to be derived by students from studying his course, and who presents on the blackboard a schematic prevue of the year's work, has achieved this first step [in pupil-teacher planning].—*Carlos de Zafra, Jr.*, p. 451.

Assigned homework for parents of the counselee, which must be shared with their son or daughter, may be the answer to obtaining intelligent cooperation from the home in your endeavor to carry on an effective pre-college counseling program.—*Robert E. Mahn*, p. 459.

"Well," suggested the teacher, "let's bring Tennyson back alive and ask him some questions."—*Eva H. Lycan*, p. 462.

The Spanish-Americans had tried to "beat up on" one of their own members because he had made friends with the Jewish boys and they felt rejected. It was just like the threat of the fight the day before, and the one last week.—*Mayme A. Sweet*, p. 464.

Forty teachers left New York City on July 13 on the Cunard Line's S.S. *Georgic*, spent 18 days in study at Nufford House, University of London, and 10 days in Germany at the University of Heidelberg.—*C. O. Arndt*, p. 467.

In most schools, photography is in its infancy—that is, in the camera-club stage of development. Some administrators, however, know that their little after-school camera clubs are full grown and want to be admitted into the curriculum. This generally puts cold heads of perspiration on the brows of administrators. . . —*Hans E. Lantusch*, p. 471.

Nemesis scintillated down the hall toward my door, chatting airily with the Department Head and trailing a glory of meaningful whistles, low moans, and Chamel #3.—*Lorine D. Hyer*, p. 477.

The people live by the labels on things. Of course this is bad; they shouldn't do it; but they do. And right down through the ages they have been duped, swindled, double-crossed, lied to, misled, and confused by the wrong labels on things.—*Conner Reed*, p. 480.

Never before in the history of the United States have its people been so close to the slavery of thought control. And it's up to educators to avert the developing catastrophe.—*William N. McGowan*, p. 491.

It is more of an interesting project than a difficult task for the teacher and his students to make 2" x 2" slides for use in a projector to illustrate certain topics or units in various kinds of courses.—*Harold Hainfeld*, p. 498.

## Articles featured in the April Clearing House:

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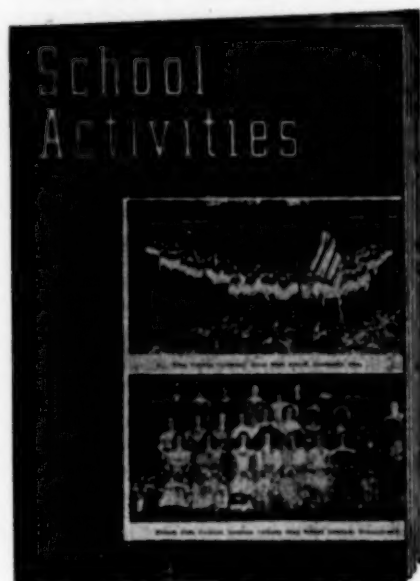
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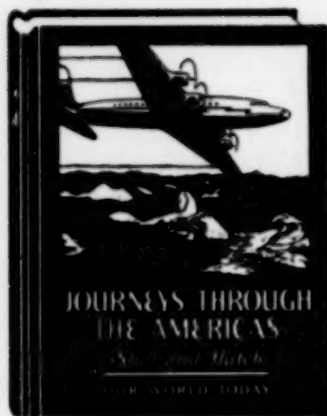
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